

MUKUL PATHAK

PSYCHOLOGY

VOLUME-2

CLASS NOTES

VAJIRAM & RAVI

2018

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*I Love You!
All the Very Best!
Keep in touch
Love hugs & kisses
from*

KUMAR

BOOK CENTRE

(KBC)

*

Specialist : IAS & Others Study Materials

PSYCHO

Name:

MUKUL

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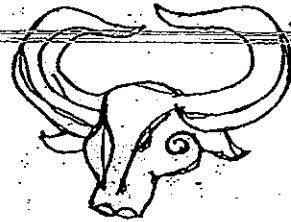
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Taurus .
The Bull !

Continued from the last Booklet :-

oo.

3. Justification of Effort

According to Dissonance theory more than the actual attractiveness of the goal, it is what the person goes through to achieve the goal that determines its worth.

Group I. Experimenter said I will

Group II Experimenter said I will be

Group III. Experimenter don't say anything.



5 year old kids
exposed to
Toys.

Result : who will have maximum dissonance. (Group II)

Group I — Strong Reason NOT to play = Toys Interesting (Play)

Group II — Explicit Reason "If you play I will be upset" = Toys were not interesting (won't)

Group III — nothing said clearly in front of them. = Toys interesting (play)

"Should I, should I not"
this conflict is maximum
in group II.

Criticism : "Aao Badnami Kare"

oo.

Dissonance theory must be given credit for being exciting and influential enough to create a number of followers and opponents. It is also much broader in its application than any other consistency theories. It is particularly applicable to choice behaviour in conflict situations.

which happens to be an area that has not been dealt with by other consistency theories.

Dissonance theories is particularly intriguing for its numerous and non-obvious hypotheses for instance an inverse relationship of dissonance to incentive size in one dollar Vs 20 \$

forced compliance situation, dissonance experimenters have also become known for their ingenious experimental procedures some of which require high degree of theatrical talent and stage setting though they also raise the problems of believability and ethics of deception.

Many of the criticisms involved the dubious methodological practices such as discarding of some subjects and the citation of marginally significant findings. Most of the criticism relates to difficulty in making clear cut predictions from the theory from specific situations. This difficulty arises because of two reasons,

1. The same situation may create different amounts of dissonance in two different individuals who have two different prior cognition.

2. Dissonance can be reduced in many different ways and in several ways at once, these difficulties are usually overcome in the experiment by creating a situation in which causal cognitions are relatively clear cut and in the process most of the ways of reducing dissonance are blocked. So that clear cut predictions can be made & tested but in everyday life situations it is very difficult to tell

what important cognitions a person has and what ways of reducing dissonance may be most likely

these specific predictions of dissonance theory are on shaky ground except in relatively rare and artificially controlled situations.

Consistency theory

Talks about the three entities and the relationship

between them,

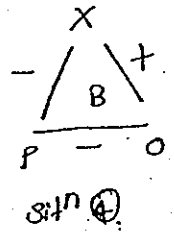
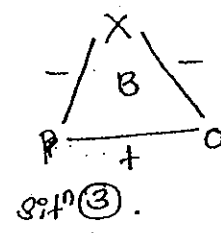
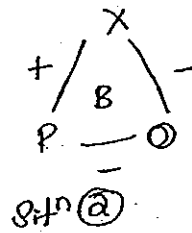
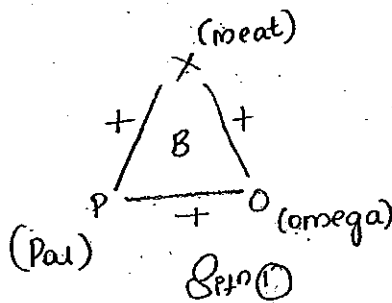
1. Person 'P'
2. other person 'O'
3. Impersonal object 'X'

we are concerned with 'P's subjective environment and relationship of

- P with O
- P with X
- O' with X

can be either one of like represented by '+'

can be either one of dislike represented by '-'



$\begin{matrix} + & + & + \\ - & - & + \end{matrix}$] Balanced.

Imbalance causes discomfort and therefore motivates the individual to strive for consistency and the attitudes & beliefs most likely to change are those that happen to be the weakest.

It is easy to change oneself
than expect others to change

Criticisms :

- 1] Limited applicability.
- 2] Newcomb is of the opinion that the agreement over the significant matters is more important than the feelings of liking and disliking in attitude change.
- 3] ~~The theory represents an over-simplified model.~~ Real life situation usually involves more than 3 entities and a multiple relationship between them.
- 4] Theory does not talk about the degree of liking and disliking in the relationship between the entities.

Congruity Theory

It is a special case of balance theory that describes how attitudes change when the person is exposed to persuasive communication. Like balance theory it deals with 3 entities -

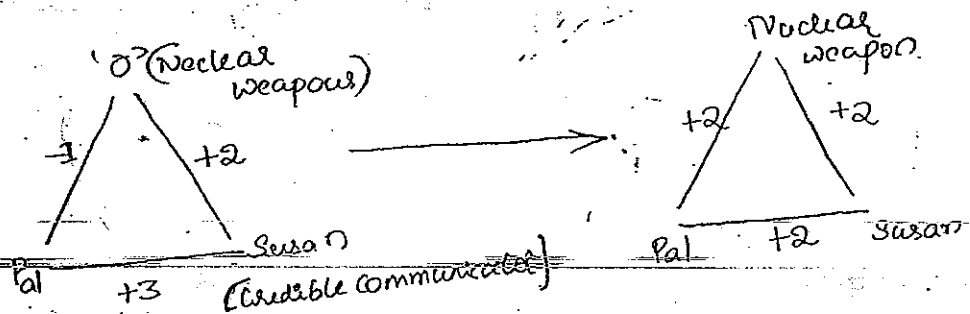
Person 'P', (the receiver)
Source of communication 'S'
Object of message 'O'

Congruity theory differs from Balance theory in that,

1. It talks about the degree of likeness and dislikeness that varies along the scale ranging from +
-3 - 0 - +3

2. It advocates that attitudes will change not only for 'O' but also for 'S' it however states that the change that occurs with respect to object of assertion is more than the source of assertion and the overall tendency is to reach the state of equilibrium

highly polarized beliefs are less subjected to change than the less polarized beliefs.



criticism:

1. Limited applicability.
2. Congruity theory states that more prestigious the source the greater is the attitude change of the subject towards the object of assertion. but it has been found that in some situations even a negatively rated source can become a more potent changer of attitude.

III.

Reinforcement Theories

O.C.

I show a behaviour before I get reinforced. I will continue to show that behaviour till the reinforcement lasts. when the reinforcer (Food) is replaced by shock, Rat stops responding.

C.C.

sometimes attitudinal change can be explained using both C.C. & O.C.

Relatively it is easy to bring about attitudinal change through O.C. & C.C. than through cognitive techniques or methods.

However change will come only when there is motivation no matter whether the source of motivation is intrinsic or extrinsic.

Learner should understand the final product being that he has done, adds what value to him?

It is applicable to simple b. changes not complex

So, in the early years of life, childhood more of EC & OC learning takes place. as the individual grows older he seeks more of cognitive based learning.

Perceptual Theories

Self Perception Theory

Daryl Bem.

According to this theory people infer their attitudes from their freely performed behaviours. It is based on the assumption that we observe our actions and when there is no sufficient external justification available for this actions we infer that our attitudes must have guided our behaviours.

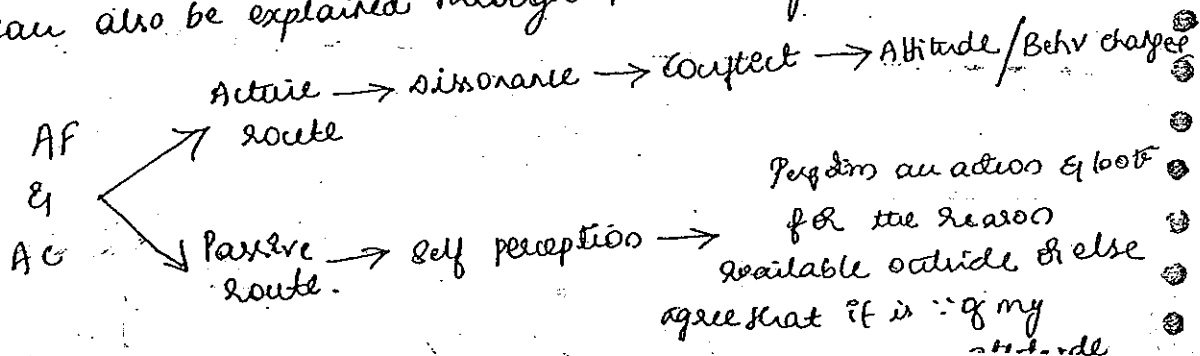
Self perception theory is a simple and special case of social cognition in which we become the objects of perception that is we perceive ourselves in exactly the same manner as we perceive others. we learn about our attitudes feelings and preferences by considering two things

1. Our behaviour

2. The situation in which it took place

The most important aspect of the situation to be noted is whether there are situational constraints that explain the behaviour.

The study is basically about attitude formation than about attitude change but attitude change can also be explained through this theory.



eg: A person who is an addict to cigarette,

Case 1: Smokes. despite of knowing that smoking is
injurious to health. changes attitude and
quits smoking.

Case 2: same person can continue to smoke [i.e. there is no
evidence for such effect. Search of something happens
search for reasons ~~personnel~~ ~~source~~ attribution]

eg 2: Placebo is given to change the attitude of the patient.
Patient told by the doctor that, there will be change in
the colour of urine / excessive perspiration as a result of
the medicine that has been given to you [actually placebo]
So patient is not tense. and he thinks whatever change
is taking place is due to the medicine, does not look for
reasons from within his body.
attitudinal change in the patient.

Empirical Support:

People internalize the roles and expect to
define themselves in accordance with the behaviour specified
by their roles this supports the self perception theory
Frank & Gilovich found that the members of the hockey
team who wore black uniform actually played more
aggressively as measured by the number of penalties.
Black is associated with evil and death in most cultures
and black uniform becomes a cue for the athletes to
adopt an aggressive role and they know themselves as aggressive
persons.

2. There is also an evidence that our description of ourselves can be the basis of inferring what we actually think of ourselves. Jones et. al conducted an experiment in which subjects were induced to describe themselves to the interviewer either in very modest, or flattering terms.

~~On the later test of self-esteem~~ subjects who had described themselves positively actually felt more positive about themselves while those who had been modest felt more negative. Consistent with self perception theory these effects on self esteem were stronger when the subjects felt that they had freely chosen the way they had described themselves.

critical evaluation:

theory emerged as farthest clear alternative to dissonance theory though self perception evidence undoubtedly occurred in some circumstances but it seems unlikely that most dissonance findings actually reflect self perception processes. The most compelling evidence against self-perception theory comes from the experiment that have documented arousal properties of dissonance. Self perception theory would not predict that people feel negatively aroused in dissonance settings because the attitude change is assumed to result from simple logical inferences. In contrast dissonance theory does predict that people feel aversive arousal when exposed to dissonance manipulations. Several researchers have tested this assumption.

Steel, Critchlow & Southwick,

Dissonance + made to write a counter
attitudinal essay favouring
the idea of T. fee ↑
Alc. condn
Group I.

writing of the essay was
+ followed by taste
discrimination test
exercise in which subjects
sipped different brands
of vodka.

Dissonance + " " "
water conditioned
Group II

sipped different brands
of water (but were
told it was vodka)

~~Dissonance~~
Base rate conditioned + did not write + consumed different
the essay brands of vodka.
Group III

After this exercise, attitude of the subjects again towards
tattoo fee increase was measured again.

It was found that,

Group I & II had same attitude.

Group II changed their attitude.

consumption of alcohol decreased the
dissonance in Group I.

Group II had no effect, it was not alcohol in the first place.

Group III no tension (did not write any essay)
no change.

this Expt
favours
Festinger's dissonance
theory.

Goes against idea of
self perception.

The finding showed that the group of subjects who had consumed vodka after writing the essay reported virtually identical attitudes to the participants in the controlled condition (group II). In contrast, group I subjects who had consumed water under the guise of vodka after writing the ~~essay~~ ~~essay~~ reported significantly more favourable attitudes towards the tuition fee increase. The reason for the group one(I) subjects not changing their attitudes was the vodka that had eliminated the motivation to reduce dissonance through attitude change.

The study shows that chronic dissonance arousal is likely to result in alcohol abuse. designed to reduce the aversive state.

(Perceptual memories)

[Sherif's study has emerged from the studies done from classical psychophysics.]

Perceptual theories

2. Social Judgement theory By Sherif et al.

This theory emerged from the classical Psychophysics.

Just as physical stimuli can be ranked on the physical scale, that is along a physical continuum similarly (Behv)/ ~~Psychological stimuli can also be ranked on a social continuum~~

Sherif et al have forwarded the ideas of ~~latitude of~~ acceptance, rejection and indifference to explain this.

Their approach is also called as Assimilation contrast approach. The principle of assimilation states that the social stimuli such as persuasive messages which are within the persons latitude of acceptance will be assimilated. This implies,

⇒ 1. That they will be seen as closer to persons own attitude than they actually are.

2. They will be favourably evaluated

3. They will produce some changes in the persons attitude in the direction advocated by the message

The principle of contrast states, that when social stimuli in other words the persuasive social messages, fall /are within persons latitude of rejection, contrast will result

1. They will be seen as further from persons own attitude than they actually are

2. They will be unfavourably evaluated

3. They will produce either no attitude change or an attitude change in the direction opposite to one advocated by the source.

Boomerang Effect.

oo.

Young boy 'm' answerable to father for every behaviour he does. ... still it was in zone of acceptance of the boy. Once the father pestered him with series of questions irritated, insulted now it moves to ~~zone of rejection~~.

Critical evaluation

Aminulhussain contrast approach has been successful in explaining how message discrepancy is related to attitude change and to some extent has also been successful in predicting how and when attitude change would occur but its range of application happens to be somewhat limited.

Attribution Theories

oo.

Attribution is the process by which people use information to make inferences about the cause of behaviour & events. It is the process of assigning causes to people's behaviour.

works at both
individual level
(Group level)

Fritz Heider, was the first to formally analyze how people attempt to understand the causes of behaviour. He believed that everybody has a general theory of human behaviour which he called as Naïve Psychology and that they use it to form the explanation of social events. In making attributions, people are motivated by two primary needs,

1. Need to form a coherent view of the world.
2. Need to gain control over the environment.

In making causal attributions for the most important judgments concerning locus of causality. People according to Heider broadly attribute a given action either to internal state or to external factors. When we decide that someone acted in a certain way because of some dispositional characteristics that is because the person wanted to act that way, we are making internal attribution and when we decide that someone acted in a certain way because of the circumstances and situational factors we are making an external attribution.

Internal attributions involve things about the individual such as his characters, personality motives and so on. External forces involve things about the situation and it includes factors in the environment that have guided the concerned individuals' action. We attribute a behaviour to internal factors only when we feel the person in question is capable of demonstrating that behaviour and our reaction to the individual in question is quite different when we attribute the behaviour to the internal cause than we attribute it to external factors.

Heider's assertion that people make attributions by following a set of rules was examined by subsequent theorists and the correspondent inference theory and co-variation model emerged as a result of further research to explain the attribution process.

Correspondent inference theory

.. Jones & Davis

This theory tries to answer the question that how we use information about others behaviour as a basis for making inferences that they possess the traits that produce that behaviour. In other words the theory is

concerned with how we decide on the basis of others overt action that they possess specific characteristics & dispositions that remain partly stable overtime.

Jones & Davis argued "that people have preference for making dispositional attributions, and that external attributions are merely a default option. In other words ~~that they are made when internal causes cannot be found~~

To arrive at an inference that the action of the actor corresponds to stable personal characteristics, Jones & Davis insisted three logical rules of thumb,

1. Social desirability.
2. Freely chosen behaviour
3. Non-Common Effect

Social desirability

People are much more likely to make dispositional attributions about the behaviour that is socially undesirable than about the behaviour which is socially desirable. This is because socially desirable behaviours tell us more about local cultural norms of the group than about the personality of individual within that group.

If the individual acts in a manner which is not socially desirable we can gain some important information about him [example of Salman Rushdie]

Freely chosen behaviour

Another rule considered relates to the actor's degree of choice. Actions freely chosen are considered to be more indicative of an actor's true personal characteristics than those that are coerced.

When we are convinced that an actor had freely chosen his position we are more likely to assume that there was correspondence between his behaviour and his true attitudes

Non-common Effect

They are the effects produced by a particular cause that cannot be produced by any other cause. ~~Actions that produce non common effects are informative~~ because they allow us to zero in on the causes of others' behaviour. Thus according to Jones & Davis we are most likely to conclude that behaviour of others reflects his stable traits when that behaviour is freely chosen, produces distinctive non common effects & is low in social desirability.

Adding to correspondent inference theory people will make accurate attribution, if they judge the behaviour according to these rules but people often persist in being, believing that the cause of the behaviour is internal to the person even when the information suggests that the cause is external. and this is called as "correspondance bias" and because it is a pervasive phenomenon [too widespread] $\therefore$ It has been called as Fundamental attribution error.

COVARIATION THEORY

Harold Kelley.

Kelley looks at how people do external attribution like "Heider". Kelley viewed the attribution process as an attempt to apply some rudimentary (elementary) scientific principles to the causal analysis.

According to Kelley the basic rule applied to causal analysis is the co-variation principle which states that "If a response is present, when a situation is present and is absent when the situation is absent, then situation is the cause". In other words, people decide that most likely cause of any behaviour is the factor that co-varies that is which occur at the same time and more often with the appearance of that behaviour.

According to Kelley in order to answer "why" about someone's behaviour one needs to focus on the information relating to three major sources

1. Consensus.
2. Consistency.
3. Distinctiveness.

1. Consensus

It is the extent to which, the other person reacts to the same stimulus or event in the same manner as the person does.

2. Consistency

It is the extent to which individual responds to a given stimulus or situation in the same way on different occasions.

3. Distinctiveness

It is the extent to which the individual responds in a different manner to other different stimuli or events.

If he does so distinctiveness is high and vice versa.

eg: Secretary proposed an offer Boss₁ said NO.

Case I
morning afternoon evening Jan, Feb, March, April NO.
No No No

There is consistency in Boss's decision.

Secretary went to Boss₂ — NO
Boss₃ — NO
Boss₄ — NO.

consensus

Secretary₂ Secretary₃ accepted by Boss₁ distinctiveness.

Problems lie with Secretary

Case II. Secretary₁ proposed an offer Boss said NO.

Secretary₂ came to Boss₂ — Boss said YES

Sec₂ Sec₃ Sec₄ ... — Boss₁ — Boss said YES.

Problem is
with Boss.

→ Whenever we are in real life situation there is always a possibility that we might not have access to information from on all the three above mentioned directions.

Even if we do have the information we ignore & under use certain kinds of data. generally we do not have consensus information and we often substitute how we feel, we would behave in that situation and we treat as consensus information.

This theory is an ideal. theory if the perceiver followed the model exactly but unfortunately people do not have the complete information most of the time & nor they are meticulous in the rule observation (following rules)

→ they make attributional errors.

People apply two principles that allow attribution under the conditions of limited information.

1] Discounting principle suggests that the perceiver will reject any potential cause of an event to the extent other reasonable causes are available.

2] Augmentation Principle suggests that instead of discounting the importance of factors in the attribution, the perceiver augments & increases the importance of the factors. According to this principle the greater the no. of -ve effects that flow from the behaviour, the more diagnostic that behaviour is for making attributions. If the behaviour occurs despite the factors then the person is likely to make personal or internal attribution.

Attributional Errors

Fundamental attribution Error.

The tendency to make internal attribution over external attribution in explaining the behaviour of others. The major reason behind this error is perceptual salience. When a person is observed in a social setting what is perceptually salient is that particular person and the relatively static environment factors are less salient and therefore are less likely to be included in attribution equation.

2. Actor-observer effect

The tendency of the people to attribute their own behaviour to external causes and that of others to internal factors. When engaged in a particular activity the actors attention is typically turned outwards i.e. towards the situation and the observers attention is likely to be focused on the actor. Thus what is salient for the actor is the situation and what is salient for the observer is the actor and this is responsible for actor-observer effect.

3. Self serving Biases

The tendency to assign internal locus of causality for our positive outcomes and external locus of causality for our negative outcomes.

Self serving biases operate because they allow us to protect our self esteem, to some extent these bias may be governed by the cultural factors as well with the people of collectivist culture engaging less frequently in self serving bias than the people in the individualistic cultures. A more recent explanation suggests that self serving bias centres upon the information processing outcome. The so called self serving attributions (stem out) are the result of the expectations for success in a given situation. People generally expect to succeed and therefore are more willing to accept the responsibility when it occurs. However when they meet failure this event is considered unusual and therefore they are likely to make external attributions. If others also fail on the same task high consensus will only strengthen external attributions.

Attitude Formation

00.

What is the principal factor responsible for Attitude formation?

Attitude formation happens for
"want or Need" function basically



Goal

Attitude is needed to achieve the goal.

want or need function

Attitudes are formed as a result of "want function" in coping with various problems and trying to satisfy his wants the person develops attitude. He develops a favourable attitude towards object and people that satisfy his wants. and vice versa the attitude towards an object is based on how much we feel is the utility of that object in our goal attainment and how much importance do we attach to the goal attainment.

Eg: we a lecturer in the class can't do anything directly to increase the attention of student in the class room but by stressing the importance of the lecture, to students he can definitely make the students attend to what he is teaching.

The attitude objects that assists us in our goal attainment for them the individual is likely to have positive attitude & vice versa, thus our attitude towards an object is the function of both,

1. Perceived importance
2. Perceived instrumentality.

Exposure

The attitude of an individual is shaped by the information he is exposed to, parents, mass media, school peer group and other cultural agencies are the sources of information for us.

Lazare has provided the concept of mere exposure effect, which suggests that repeated exposure to the same object leads an individual to develop a liking for it.

Group affiliation & membership

The group that the individual affiliates with and with which he aspires to affiliate place an important role in shaping his attitudes. The individual however does not passively absorb the attitudes prevailing in the group he affiliates with & aspires to affiliate with. The individual will pick and choose among the attitudes which are being offered to him those that are his "wants satisfy".

Every individual likes to affiliate with the group that supports and reinforces his important attitude.

Social comparison

It is the tendency to compare ourselves with others in order to determine whether or not our views of social reality are correct. The extent to which our views agree with those of others helps us to conclude that our ideas and attitudes are accurate. Because of the operation of this process, we often change our attitudes so as to hold the views that are closer to those of others.

In which situations social comparison is ↑

ambiguous / unstructured — more here ✓

unambiguous / unstructured — ↓ here

Social learning :

It is the process through which one acquires new learning from others by interacting with them or by merely observing them. Social learning can take place through the mechanism of CC, IC & OC. These mechanisms may operate independently or together to form the attitude.

Role of Genetic factors

Genetic factors play a minor and insignificant role in attitude formation. Most studies that have examined the role of genetic factors have been the twin studies. Attitude formation is principally guided by socialization.

Main studies include, Studies by, Arvey et al
Bouchard et al
Tesser et al.

Tesser et al selected for their survey attitude issues that were shown to yield high heritability and also those which yielded low heritability. Highly heritable attitudes were more accessible in people's mind and were more resistant to influence than low heritability attitude issues. This data is consistent with the idea that highly heritable attitudes are stronger as they have the biological substrate behind them.

Measurement of Attitude.

Why we need to measure attitudes ?

1. The measurement of attitude allows us to evaluate the effectiveness of our attitude change programmes.

2. Attitude behaviour link is strong and therefore the measurement of attitudes needs to be carried out as the

attitudes help us to predict ~~the behaviour~~

3. Sometimes it is not enough to know whether the person feels positive or negative about the event. We also need to know the degree of positivity or negativity present and for this we need to measure the attitudes.

Difficulties & challenges in measurement

1. Measurement of attitudes is always indirect and therefore carries in it the element of subjectivity

2. Attitude scales take into account the cognitive & affective component of attitude but neglect the action tendency component. But attitude comprises of all the

three components.

3. Attitude measures like any other measuring instrument demands validity & reliability which is often not easy to obtain.

4. Incompleteness of attitude measurement

5. None of the attitude measures can measure satisfactorily the area of no-attitude or the neutral region. This inability to isolate the neutral region implies that the measurement would essentially be relative & subjective

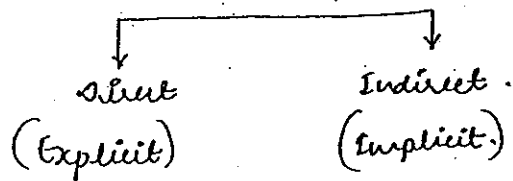
6. Many times attitudes don't exist and yet they are measured, in this situation the attitude measured happens to be the subject of the measuring instrument.

Eg: I actually have negative attitude towards Mukul sir,
I can pretend I don't.

The way the attitudes are reflected in behaviour are in part influenced by the nature of monetary situation. If the situation fluctuates then our behaviour is also likely to be altered and so would be my judgement towards the undesired attitude.

The validity of the measurement can be determined only indirectly in the terms of prediction of behaviour based on such instrument.

Methods of attitude measurement :



Attitude measurement will always be indirect no matter what. Few methods are less indirect compared to others the methods are termed as direct methods.

1. Disguised & unstructured, projective test.
2. Disguised & structured.
3. Non disguised & non structured.
4. Non disguised & structured.

Response biases which likely to dilute the objectivity should be ↓

Attitudes in unconscious needs methods which are more indirect in nature.

Though we would want to have absolute zero, & a direct measure.

It is not possible to have a direct method of measurement & an absolute zero we go for arbitrary zero.

Eg: Say there is nothing like neutral attitude towards something - & the measured is always relative.

Implicit measure unconscious aspects &
Explicit measures are used to measure conscious attitudes.

etc.
1. Disguised & unstructured.

eg: Projective tests like,

1. ~~TAT~~

2. ~~Sentence completion~~ test.

ambiguous stimuli presented to the subject. & subject is asked to respond.

Disguised - subject will have no idea that he is being tested.

Unstructured - I have write anything.

Unstructured stimulus is understood by the subject according to his life scripts.

Projective tests are Global measures along with attitude other aspects of subject's personality, intelligence, Creativity etc are also measured (can be measured).

Disadvantage

- Quantification of response is difficult
- Expert centric instrument, not a mass instrument.
- Scoring of response - complex; expert needed for the same.

2. Disguised & structured.

eg: Avg. salary of a war worker during world war II was

① \$ 5, ② \$ 40.

Russian decision to remove heavy industry production was

① Legal ② Illegal.

Basically such questions are. Error choices.

Non factual items.

Error choice method
Hammond.
developed this.

Error made in
Judgement in
one direction / -ve
+ve

It reflects my
attitude on
that aspect.

Non disguised & nonstructured
eg.: study of nonverbal behaviours through to measure attitude.
study of attitude through Secondary Expressive cues.

Body language (Kinesics)

Personal space (Proxemics)

Para language

(Body). Non verbal behaviours.

Body language

→ Eyebrows

→ Eyes

→ Lips (mouth)

Facial Expression

→ Head nodges.

→ Gestures. [manipulation possible]

→ Postures

More anxious the situation
is more conscious the
individual will be.

Personal space
Cultural concept

Para language.

accent, pitch, tone, speed, speech errors & do

Reveals the direction $\begin{cases} +ve \\ -ve \end{cases}$

doesn't reveal degree — to what extent.] disadvantage

Biographical method

Individuals diary, biography, letters.

will also reveal your his/her personality.

Disadvantage

validity of the content.

• Method applicable only to selected few.

• Scarcity of records.

4. Non-susquid & structured

1. Likert scale
2. Thurstone scale

Likert Scale

~~Uses the method of~~ Summated

Ratings

Summated — sum of
Quantification is possible.

Easy & popular.

Rating done by subject himself

Rating scales :

Rating scale is an instrument
Rater Rates the items according
to the traits defined by the
scale.

Rater Prof. Mukul on his

Rater :

5 students
(1st year)

- 1] Knowledge
2. comparison
3. sincerity
4. sense of humor.

Traits on which
rating should be
done

↓
If it's from an outsider its other rating scale Outsider = expert.
If mukul rater does it on his own traits then its self-rating.
It is called self report inventory.

Bias can't be removed completely in both the types.

Ideally rater goes for both the type to ensure
consistency and accuracy.

How to remove the bias.?

Handling Parameter well defined.

Use of more appropriate scales, redesigns the test, Key scores,
(handling)

Thurstone scale

Uses the method of equal
appearing sea Interval

Rating is done by an Expert

Ideal method

Self Report Inventory
you rate yourself
on a set of traits.
YOU KNOW YOURSELF
THE BEST.

How do you measure Emotional Intelligence

Must Gyan

— Emotional Intelligence includes components such as, Attitudes, Aptitudes, measured through etc Projective tests and self report Inventories.

~~A few tests like MMPI (Minnesota multiphasic personality~~

Inventory are so well structured, constructed in such a way that it can even detect the lie/deception done by the subject. thus making the result more reliable and valid.

Likert scale.

oo.

uses the method of summated ratings.
Quantification is possible here & easy.

Eg: Nationalisation improves the economy of the country.

(a) strongly agree (b) agree (c) no

(d) disagree (e) strongly disagree.

Nationalization promotes laziness in workers (warfare).

Score/marks → (a) -5-A (b) A (c) 0 (d) disagree (e) -5-D.
① ② ③ ④ ⑤

Attitude scales
can't measure
Action tendency.
Only measures affective &
cognitive component.

Must Gyan

Attitude measured is the artifact of
the scale used? (measuring instrument)

Test constructed in a way that attitude
is formed & exhibited.

Subject pushed to answer/take a stand

Attitude measured was never actually

there!
Validity ↓ & Reliability ↓
[Test end up measuring something that it was supposed to.]

Likert Scale

5 point scale

uses the method of summated rating.

Easy and popular

Quantification is possible over here.

Rating is done by subject himself.

Item analysis — subject's judgement

Thurstone Scale

Thurstone wanted to develop a scale which was absolute.

by using the method of equal appearing intervals.

Over here, expert judges the worthiness of an item / sorting out of items (Item analysis) unlike Likert scale where subject does it.

Eg: 1. Nationalization promotes Enthusiasm.

2. Nationalization adds to the motivation of the people to contribute to the National development

3. Nationalization improves the economy of the nation.

	<u>Piles</u>							
Judge 1	1	2	3	4	5	6	7	8
Judge 2	Q ₁		Q ₃		Q ₂			
Judge 3	Q ₁		Q ₂	Q ₃				
Judge 4		Q ₁	Q ₃	Q ₂				

In such cases we take the median value.

Sorting out or with

complete agreement from the judges involved.

Likert Vs Thurstone scale.

1. Thurstone developed a scale based on the technique of equal appearing interval. where as Likert developed it on the method of summated ratings.

2. Likert scale is much easier to construct than Thurstone scale.

3. Likert scale is a pragmatic instrument, as the items are selected according to how well they work. In contrast Thurstone scale represents an ideal instrument that tries to produce absolute measurements.

4. Selection of items in Likert scale is done through the procedure of item analysis and in the Thurstone scale, it is done through the use of judges.

5. The scores produced by Likert scale have little absolute significance, the findings therefore are relative which implies that they have relevance only with respect to the particular group with which they were obtained. In contrast Thurstone scale is an absolute instrument because scores obtained have a meaning independent of the scores of other people in the population.

6. Items in Likert scale serve dual purpose,

a. Provide the data on the individuals opinion and attitude about specific issue covered by the single item

b. To establish / provide the total score on the attitude object or the dimension being studied.

7. Thurstone scale does not serve this dual purpose, as it provides information only about attitude objects being studied.

INTERESTS

One of the most important aspect of one's personality is the strength and the direction of his interests. Our interests influence our Educational and occupational adjustments, our interpersonal relationships, our values and many other aspects of our life.

Interest as a disposition is central to how people select, attend and persist in processing certain types of information in preference to others.

Ross, has defined interest as a thing that concerns us or that matters to us

Crow & Crow, defined interest as "the motivating force that impels us to attend to a person, to a thing or an activity or it may be an affective experience that has been stimulated by the activity itself."

In other words, interest can be the cause of an activity as well as the result of participation in that activity. Interest therefore can be defined as preference for one activity over another

CHARACTERISTICS OF INTEREST

Value change.
Eg - Sanskrit culture → western culture
—+—
modernity.

1. Education.

Value change takes time
not so easy like attitude
change.

Generalised & dominant
interest is risky
but values.
Values - motivation ↑

Individual can have
different values &
interests.
Even if they are
contrasting.

CHARACTERISTICS OF INTEREST.

1. Interest can be innate as well as acquired dispositions.
2. Interests are not fixed/permanent, as time changes our interest pattern also changes.
3. There are individual differences with respect to interest patterns.
4. Interest of an individual usually tend to become less varied with increasing age.
5. Interest and attention are closely related, Mc. Dugall is of the opinion that interest is latent attention and attention is interest in action.
6. Interests can be measured.
7. Interests makes learning effective.
8. Interests are closely related or linked with basic drives needs or motives.
9. One person can have many interests and that too of different intensities.
10. Two or more people may have same interest but they may vary in intensity.
11. Interests intrinsic motivation and self efficacy seem to produce similar behavioural outcomes such as focused attention, persistence, effort and positive emotional reactions.
12. Interests and attitude are related to each other. Interests are nothing but the attitudes that make an individual seek various activities in a given area. Interests have motivational and emotional component and indicates a state of readiness to participate in a particular behaviour.

Interest makes a person less fatigued & more energetic, when he takes up an activity.

TYPES OF INTEREST

1. EXPRESSED INTEREST.

more simple and direct ways of obtaining information about an individual. Interest is said to be expressed whenever a person states his ^{special & relevant} preferences for one activity over another.

2. MANIFEST INTEREST.

An interest is said to be manifest when the individual voluntarily participates in the activity of his interest.

3. TESTED INTEREST

They are inferred from individuals' knowledge or terminology about a given topic. Such assessments are made through various information oriented tests.

4. INVENTORIED INTEREST

These are those interests that are measured by interest tests, which compare people's interest in different activities. This method of assessment requires the subjects to report their likes, dislikes & preferences for the items in the list of items and activities given to them.

Psychological components of interest.

Interests have subjective and objective aspects. In the subjective sphere the emphasis is on feeling component. Interest may be looked upon as an attitude which arranges our activities in subjective scale of values.

Subjective value is determined by the appeal the object makes to the subject. In the objective sphere the emphasis is on the motor behaviour of the individual which is noticeable through an approach to a choice of alternatives which are equally applicable to the individual.

Many researchers have studied the phenomenon of Interest in the terms of its duration, intensity and extensity as well. Duration refers to the temporal aspect of interest. Intensity denotes the strength of the interest. Extensity describes the no. of interests the individual chose.

Attitudes are Subject specific

Interest & Aptitude are
tightly co-related
now this idea is not entertained
its that they are independent of
each other.

As far as (affective) dominance
of 'components' is concerned
affective interest, value & aptitude

overlap:

Interest
can create & convert
values.
Doctor who was interested
in social service.
↓
Treat patients.

Personality traits are
larger (broader) constructs
than values.

Personality traits have a
global value
but both will result in
concomitant
in behaviour across
the situations.

Value's canvas is
too vast.

but there is always
a possibility of
situation over-
powering the
individual

Duff
Gyan

I have a trait of humour, in almost all the situations of life I see the lighter side of every situation.

But some situations are so that you can't retain that trait. — situation overpower traits.

Apart from this generally we will be able to exhibit our behaviour in line with our traits.

Trait behaviour link is more visible / clear than
Trait-value link. [values can be held unconscious as well]

Traits = dispositions
disposition brings happiness, not the position.

Happiness is a function of disposition / trait.

Both value & interest both lead to some kind of behavioural orientation?

Interest	Values	<u>Attitudes</u> are relatively permanent compared to interests. It's an individual affair
object tied	object free	
Specific	global	
temporal factor ↓	social affair has societal backup.	

I give thoughts to my interest. → becomes permanent strengthened.

"A" starts playing guitar, started just as pastime, "A" thinks more & more about his interest say "People like me playing guitar, I get appreciated, → Reinforcement - Interest strengthened.

Societal pressure Vs values

General reluctance of Indians to send their elderly parents to old age homes, is actually more of a social societal pressure than due to a strong value system.

Personality & Interest

Big 5 model has described personality in the terms of five traits, researchers have shown that the interest patterns that we hold are organised in the terms of these five traits. For example, a person high on the traits of extraversion is ~~likely to demonstrate interest in meeting people or interacting~~ with them. Interest develops as a ~~result~~ of persons interaction with a specific class of objects or activities. Because interest develops as a result of interaction with specific class of objects or activities that includes both intrinsic and extrinsic aspects it is inappropriate to describe interest as an outcome of either purely intrinsic & extrinsic factors. The strong focus on specifying person, environment relation distinguishes interest from other social constructs such as curiosity or intrinsic motivation.

Factors influencing the development of interest

1. Individual Factors

- (a) Gender
- (b) Age
- (c) Aptitude.
- (d) Mental Health
- (e) Sentiments & emotions & complexes
- (f) Physical Health
- (g) motives & wishes.

2. Cultural & Social Factors: Environmental.

- (a) child R-placem. (CER)
- (b) Economic status of the family.
- (c) Parents' education & training.
- (d) Cultural status of the family in the society
- (e) Opportunities to explore the environment.
- (f) ~~involvement~~ of Rolemodels

3. Fostering Interests.

- a. Exposure to appropriate role models.
- b. Realistic goal setting — Positive goal discrepancy which in turn will provide sustained motivation for action.
- c. Children should be made aware of their strengths & weaknesses & should be informed about how their strengths and weaknesses are related to their abilities & interests.
- d. Individual differences must be respected and the children must be given freedom to do the things of his/her choice.
- e. They must be exposed to diverse information and the inquisitiveness created as a result of these experiences should be suitably addressed.
- f. Parents and teachers should involve themselves in joint activities with their children this will enable them to better address the curiosity and exploratory behaviour of their children which happens to be of crucial importance in the development of interest.
- g. Parents and teachers must assist children in organising their learning experiences and in developing associations between the things.

next goal over & above the ~~last goal~~
Positive goal discrepancy.

Attitude Measurement. & Interest Measurement.

1. Strong's Vocational Interest Blank
2. Kuder's Preference Record.

Values

Values are hypothetical constructs, they serve as integral guides for the behaving individual. Like attitudes values make behavioural choices more parsimoniously ~~from something concerned with~~ ^{more specific & less random}

~~they make behaviours more predictable~~

Values like attitudes deal with one's orientation towards different aspects of social environment. A value is an important life goal or a standard of behaviour for a person. It is a standard towards which an individual has strong positive attitude.

Allport defined value as "anything that yields satisfaction or provides a means of satisfaction. A value is not merely a preference but in fact it is a preference which is considered to be justified morally ^{or} through reasoning ☒ by aesthetic judgement usually by any two of the above or by all three.

Rokeach, has defined value

→ "As an abstract ideal, not tied to any specific object and representing the persons beliefs about the modes of conduct."

→ "Values are basic convictions that a specific mode of conduct and ~~are~~ end states of existence are personally or socially preferable to an opposite or converse mode of conduct and/or end states of existence."

Value contains judgemental element in that they carry individuals idea about what is 'right' good / desirable?

and there are atleast 3 dimensions of values

1. Quantitative dimension

which indicates the amount of worth one allocates to a particular phenomenon.

2. Quality of Elasticity

determined by the extent to which person holds to his ideas

3. Inter relationship

Refers to value hierarchy

Characteristics

All values have cognitive, affective and directional aspects

values serve as a criterion for the selection of action they constitute grounds for decision in behaviour

Values consists of the mixture of knowledge & beliefs

values are learned and determined by culture,

personal experiences and societal institutions

values are developed through some kind of experience of pain pleasure, gratification of goal and social approval & disapproval

Values are the resultant of societal demands and psychological needs, they are the determinants of attitudes judgements, choices and actions.

Values are, (defined by) analytic constructs and are not object bound.

values are highly stable and enduring, they however undergo a change as a result of changes in the society social situations and self awareness.

Value change represents central rather than peripheral change and has important consequences for other cognitions and social behaviours

Types of values.

Spranger in his book "Types of men" classified people into six types based on their dominant values,

1. Theoretical Men

A theoretical man is one who is interested in the discovery of truth through critical, empirical and rational approach. His main aim is to order and systematize his knowledge. Thus theoretical man is usually an intellectual & a philosopher.

2. Economic Men

His main interest is in what is practical and useful. His primary concern is with business and other practical affairs involving production, marketing and consumption of goods and services. Wealth and material possessions are of central importance to him and he gets satisfaction by surpassing others in wealth rather than serving them.

3. Political Men

His main interest is in obtaining power and influence. Political man therefore looks for the opportunities to dominate others and wield influence over them.

4. Religious Man

His mental structure is permanently directed to the creation of highest and absolutely satisfying value experience. He is concerned with the unity of the universe and tries to increase his understanding of the cosmos.

5. Aesthetic Man.

He places highest value on form and harmony. His emphasis is on beauty, goodness and morality. He may not be good artist himself but he has interest in artistic experiences.

~~6. Social Man~~

He places highest importance on love and affection. He values other persons as individuals. He is like a warm and sympathetic person who views theoretical and economic value calculations as 'cold'.

Criticism

oo.

1. This classification gives an overly favourable view of man. very few of us possess values beyond those of sensual pleasures.
2. These 6 values don't exhaust all possibilities, there could be some values which elude the above classification.
3. These 6 values do not exist in such perfect form in real life.

Most of us generally have a mixture of two or more values.

Rokeach

Terminal end value, refers to the beliefs and conceptions about the ultimate goals & desirable end states that are worth striving for.

Eg: Happiness, wisdom

Refers to beliefs & conceptions about the desirable modes of behaviour that are instrumental for the attainment of desirable end states.

eg: Behaving responsibly (-



contemptment (terminal value)

According to Rokeach, human beings differ from one another not so much in the terms of whether they possess a particular terminal or instrumental value, but the way they organise them to form value hierarchy.

Value hierarchy is the organisation of values enabling individuals to choose between alternative goals and actions thus helping them to resolve their conflicts.

Attitude Vs values.

Values occupy more central position than attitudes.

Values are not object tied, whereas attitudes are. Values are general determinants of behaviour whereas attitudes are specific predictors of behaviour.

An individual has more no of attitudes than values.

Values are more deeply enclosed in the person's personality structure and therefore it is more difficult to change values than attitudes.

To conclude we can say that attitude results from the application of values from concrete objects or situation. The function of the attitude is to allow for the expression of more global underlying values and the behaviour may be viewed as a function of attitudes & values.

Measurement Of Values :

1. Kohlberg Moral Judgement Scale :

He has created a scale that has generated considerable interest among the research workers. It utilizes 9 hypothetical dilemmas presented one at a time. The respondent states the reason for his judgement, though it is an innovative approach it has psychometric weaknesses that limits its reliability & validity. The scoring system and the administration of the test needs to be standardized for it to be more effective.

Difficulties
in measuring
values are
diffused
culture
specific.
validity ↓

2. Value Survey Loeach.

It attempts to identify and measure the end states of human existence and the behaviour modes for achieving them. It also attempts to measure the variation in personal value priorities. Despite of its abstract nature this instrument has given reliable and valid findings.

3. Study of values - Allport & Vernon

It is one of the structured instruments used to measure values. It is in a questionnaire form and is based on typology of traits given by Spranger.

This questionnaire has been revised and renamed as Allport Vernon & Lindzey test.

How do you place/organise attitude, interest & values according to their motivational component:
value → arousal

Interest & attitude → gives orientation to behaviour.

Mutt
Gyan

motivational property of value ↑ than attitude but
values are ↓ strong in predicting the behaviour

affective component ↑ value than attitude.

value having social back up - highly loaded issue.

eg: A person reacting sharply for a comment made on his country / community etc.

values are the instruments of social change as well as
social continuity?

"ಪ್ರದರ್ಶನ"

'Sanskritization' ಸಂಸ್ಕರ.

"Sanskritization"

Moksha

Artha

Karma

Dharma

Puru
shar
tha

Social change not easy to enforce in Indian society why?

We have a great historical past

high values ↑

values have continued to be transformed across the

generations for a long time period.

Exposure to western ideas does not bring about final transformation in the society rather what happens is traditionalization of modern innovation gets unfolded.

Like..... ಯಜ್ಞೇದಂ ಭೂಮಿ ಇದಂ

ಕೂಡಿದಂ ಮರಿ ಸೂರಿಸಂ.

- ಸ.ವಿ.ಕ.

Modern Education has failed to change the basic structure. but adaptive changes have taken place.

∴ cultural continuity with the past is very strong
values of each individual to have their expression with a stamp of individual on it.

→ It measures the relative importance to the individuals of the 6 values identified by Spranger. Unlike many other pencil paper tests this test is not only objective but also enables the psychologists to draw a profile of the strengths of subjects interest in the 6 categories.

Men and women are scored differently on the test and there are ways of adjusting the scores depending upon subjects socio economic background. In general it has been found that men score high on theoretical, economic and political values and women on aesthetic, social and religious values. This instrument has been criticised for giving overly flattering view of most people.

Development of values / Fostering value in children.

1. Verbal communication (lecturing method)
2. Demonstration. [Eg: Alcohol anonymous groups]
3. Modelling
4. Participation [Eg: Participating in a drive not to drink]
5. Discussion
6. Evaluation

Methods of value development

In this method children are given opportunity to express their feelings and views. They are provided with congenial atmosphere to facilitate healthy discussion on all the contentious issues in the mind get removed and the children are able to develop a clear set of beliefs and value patterns.

During the period of ~~teens~~ making an attempt to overcome value confusions, children may experience turmoil and the parents & teachers should help them come out of it.

Always
Change involves

- Unfreezing
- moving
- Refreezing

Allegory method.

Using Anecdotes and story telling can be used to inculcate values in children, particularly when these anecdotes and stories carry a moral (hidden) lesson.

Token Task (engagement) (T.T.M) method.

It has its basis in the creation of super-ordinate goal. Super-ordinate goal is one which each group member needs but is not in a position to accomplish independently and therefore contribution from each member is need from each member in the group to accomplish the goal. In this method the larger task is divided into subtasks with each member being assigned a part of the subtask. As each member in the group has a strong desire to accomplish the final goal therefore each member tries to give his best in order to accomplish the task assigned to him. Working together towards the common goal creates in children the values of cooperativeness tolerance mutual respect etc.

Individual always places short term reinforcement over & above long term reinforcement. Delayed gratification not entertained.

Role playing.

Must Gyan Role playing as a mechanism of personality development operates through ego building.

Role play will give an opportunity to open up, express themselves — Emotional vent "catharsis"

There is an opportunity for the subject/individual taking part in role play to develop his personality

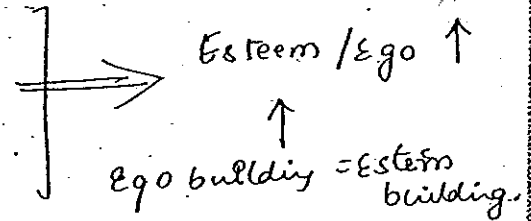
both — Being an actor (role play character)

Being an audience.

There is ^a fair chance for self assessment by assuming different roles.

facilitates

- Emotional vent
- Creativity ↑
- self assessment



Real environment is evaluative, you get ~~immediate~~ feedbacks, consequences immediately.

If there is no Retake

Where as in Roleplay there is always Retake & no evaluation ^{done}

→ It is a group oriented technique which is very useful for the development and consolidation of values. It basically involves 3 steps.

1. Cognition
2. Performance
3. Discussion & feedback

Role playing increases subjects self awareness and enables him to understand his values clearly. It also help the subject recognise the discrepancy between their values and behaviour. If it exists. Role playing enables the role players to release their pent up feelings & emotions. and makes them understand about the importance of behaving in accordance with their underlying values.

Profitable assessment method

Has its base in useful association. In this method a child is exposed to group situation where he is involved in some planned work to accomplish the group goal along with the other children.

Working together with other children is likely to promote in him the values of co-operation, mutual respect, altruism etc.

Intense Identification Method (IIM)

It is based on the technique of observational learning. The child identifies with the person who becomes his idol and he takes up his values and attitudes of his idol and even works for the propagation of these values.

CONSCIANTIZATION

In this method the attempt is to prick one's conscience by deliberately exposing him to the informations or situations which cause dissonance & conflict, this dissonance or conflict is likely to motivate the individual to alter his beliefs and behaviours in the direction of reducing the dissonance. To facilitate this the child is encouraged to enter into a meaningful dialogue with his parents, peers, teachers and significant others so that he is able to develop a satisfying pattern of values.

[Generally not a preferred method]

In order to change the value

in an individual his

motivation should be altered/changed.

Eg Buddha seeing an old man, baby etc..... changed his values.

This should be communicated to the individual in such a way that this falls under/within the zone of acceptance of the individual.

strict warning from father "Don't talk to boys"
Spoke to a girl, took bath 10 times

→ fell ill. — Reasoning → values changed.

what for values that

are held unconsciously.

An environment wherein

the hidden unconscious

values can come to

surface should be

provided to the person

so that there is

place for

self evaluation &

faulty values can be

eventually

disowned.

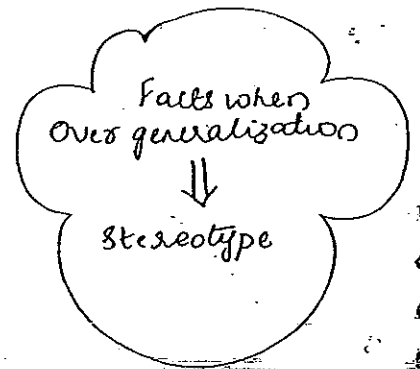
cannot mean you are disrespecting your

→ Its that motivation changed as so does the
sitting in healthy value system. in the
at.

va
e

SOCIAL INTEGRATION.

- a. Development of Prejudice 60
- b. Removal of Prejudice 30
- c. Intergroup conflicts 60
- d. Managing IGC 20/30
- e. ~~Stereotypes 20~~
- f. Manifestation of Prejudice 20
- g. Prejudice & its characteristics 60
- h. Threats to social integration & steps to achieve social integration. 60.



Derived from the Latin word, "Prejudicium."

Rose, "Prejudice is an attitude, that supports and justifies discrimination"

Buss. "Hostility and aggression towards an individual based on his membership in a particular group."

Harding et al "Failure of nationality, failure of human heartedness and a failure of judgement in a individuals' attitude towards the members of an other ethnic group"

Characteristics

1. It is an attitude.
2. Intergroup phenomenon
3. Has -ve connotation
4. Based on over generalization

5. Carries some significance for the group that hold it.
6. Once acquired cannot be removed
7. consists of stereotypes, prejudgements and nasty

Components of Prejudice.

~~Attitudes~~ → Prejudice.

[+negative +
emotionally loaded]

negative attitude can be changed
even it is serving as ego defense
mechanism

But emulating / changing Prejudice
is a very difficult task, something
next to impossible.

Person has insecurity, inferiority ⇒

he is a part of the group (community)
which has the same feeling of
insecurity and inferiority

he has the back up of his community.
he gets a sanction from the group.

Now the task of changing those feelings
becomes difficult considering that now the whole group
shares the feelings, group as a whole should be
targeted, making it a difficult task.
for the change to occur

First step towards such change, would be to reduce the -ve
feelings of one person then by addressing his insecure
feelings, actually it is very difficult to bring insecure feelings
down.

Why is prejudice
change diff. than

~~Attitudes~~

Prejudice serve
as ego defense
mechanisms.

Allport's view.

It is impossible to
change prejudice
once they are established.

Almost impossible
he said.

Negative attitude.
(can be changed.)

Prejudice

Very difficult to
change.

Why can't Prejudice be positively oriented?

Fear and anxiety have been very dominant
[even from the evolutionary point of view]

It's difficult to have a positive orientation

Negative feelings / attitudes come very easily.

~~Fitting in line with group norms, values become~~
important in order to be a part of that group.

Group affiliation $\Rightarrow$ everyone wants it.

Components of Prejudice

1. Cognitive component

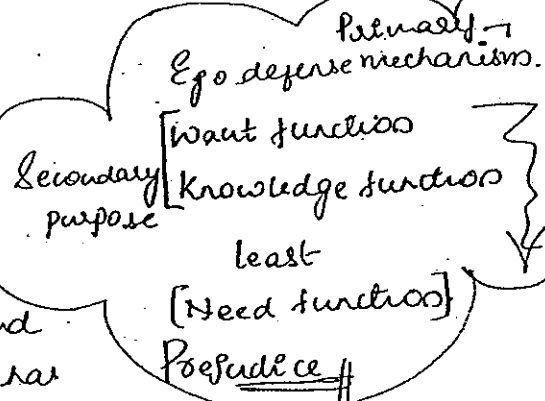
These are faulty and rigid perceptions, beliefs, stereotypes and prejudgements that the individual has about the target group, though prejudice involves Prejudgement and stereotypes the two happen to be different the differences are,

Prejudgements and stereotypes are usually formed when the facts are not available whereas prejudice has little concern for the facts even when they are available.

Prejudgement and stereotypes do not have in them emotional element whereas prejudice carries in it, motivational and emotional component.

Belief + Emotion + R.A. $\Rightarrow$ Attitude

Stereotype + Emotion [negative] + Readiness to Act $\Rightarrow$ Prejudice.



majority of minority
members are
conscious about their
identity.



all minority people because
of their conscious towards
their identity are
Aggressive & Hostile.

~~Fact~~

"Over generalization."

Stereotypes

→ Researchers have also shown that cognitive components of prejudice is influenced by 3 important factors,

1. Objective characteristics of the group, which is the target of the attitude
2. Relationship of this group with the groups whose attitudes are being investigated
3. Psychological characteristics of individual members whose attitudes are being investigated.

2. Affective component

Prejudice does not simply involve misjudgement or stereotype, it also involves negative feelings for the members of the target group. The social group for which individual has prejudice evokes various reactions like feelings of hostility, rage, disgust etc

3. Action tendency / Conative component

It refers to the ways in which the members of the target group will be treated, this component is usually revealed through discrimination & conflict. Discrimination is the differential treatment of the individual considered to be belonging to a social group whereas conflict is a struggle over values and claims to scarce resources, power & status

then 3 components of prejudice are usually so fused that they make prejudice a unitary variable
Manifestation of Prejudice.

1. Antilocution

It is verbal expressions of antagonisms
antilocution may be manifested through berating the members of outgroup, ridiculing them, cutting jokes on them, and spreading rumours about them.

2. Avoidance

Avoidance refers to deliberate attempt to shun or prevent contact with the members of the disliked group. It may range from simple avoidance of eye contact to such institutionalised practices as untouchability.

3. Discrimination

Very common method of prejudice manifestation in which differential treatment is accorded to the members of a particular group.

for example ; In India women are treated unfairly and are denied many of the privileges which men seem to enjoy.

discrimination can occur @ both conscious and unconscious level

4. Physical Attack

one of the more extreme forms of prejudice manifestation in which the members of the

disliked groups are physically attacked

Racial attacks in U.S.

Communal in India.

5. Extermination / genocide.

most extreme form of prejudice manifestation in which attempt is to liquidate the members of the dislike group

Eg: genocide of Germans by Serbs

6. Is Exploitation a cause of prejudice or result?

Exploitation is both cause & result of prejudice.

It is the cause as well as one of the ways of prejudice manifestation by exploiting the members of the target group, the members of the group carrying out exploitation release their feelings of hatefulness and conduct.

7. Competition

Competition is the cause as well as the prejudice manifestation. The groups in competition by asserting their superiority over each other try to release their pent up feelings and emotions.

Eg: Indians & Pakistani cricket players are fearful competitors because they hold prejudices against one another and try to assert their superiority by making an effort to win the match.

Development of Prejudice (अवस्थापना)

Development of Prejudice, here we have two possible

explanations, 1. Societal level exploitation

2. Individual level exploitation I

3. Individual level exploitation II

Exploitation & Realistic conflict theory.

Exploitation Have → Have not's

Have a desire
to expand and dominate have not's
and as a result develop
prejudice against have not's
thinking that have not's are
incapable of using their resources

Revolt & struggle is always the
result of effort of
middle class who always
have a sense of relative
deprivation.
They fight back!?!?

Realistic conflict theory

+ Negative interdependence

USA & USSR, during WW-II
fighting against Germany

Eg: coming together as
allies during election

Nehru & Jinnah
together against
Mountbatten.

+ve interdependence.

Post WW-II competition
for world leadership.

Eg: once they win the election
start fighting.

INDIA Pakistan
divide.

Eg:

Zamindari
system in
India

Glan

causing effects

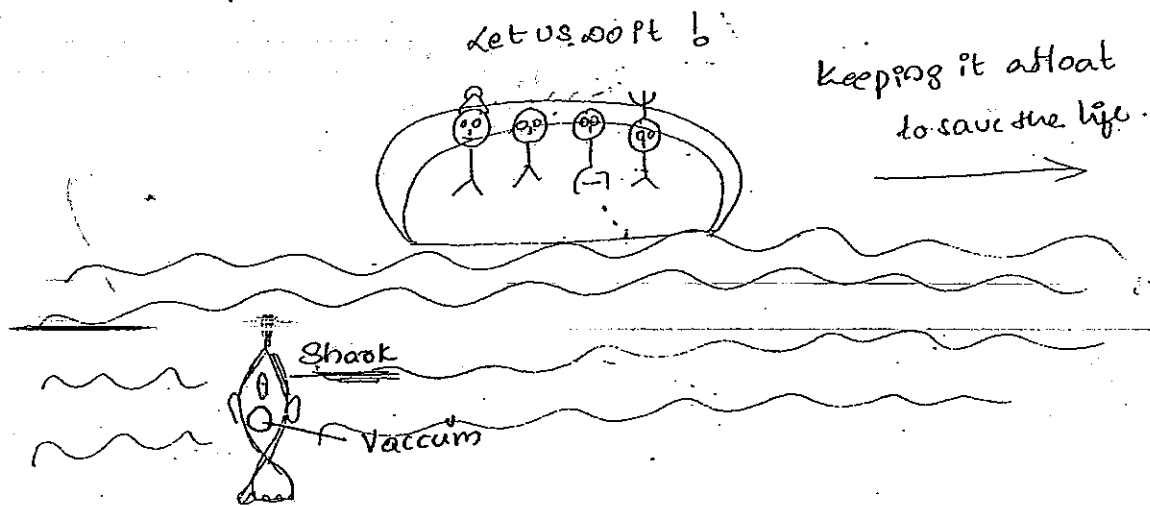
Tajmani system.

Client patron
relationship
declined.

Eg: →

Caste system / conflicts.
Specially
middle Vs lower caste.

[Individual level explanation I]



Individual level explanation - 1

Freudian explanation
Symptomatic theory approach

1. scape goat
2. projection
3. Authoritarian personality approach.

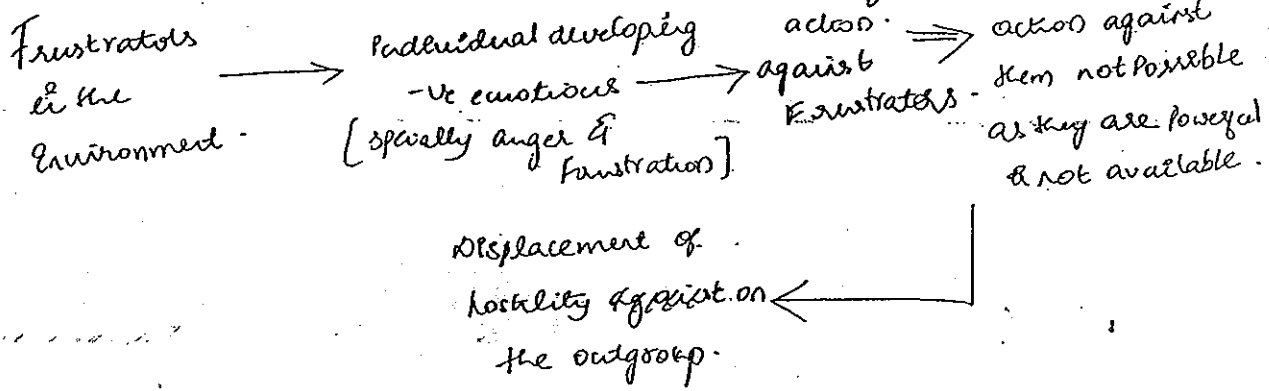
Weak ego

Reality demands
beyond of Reality.
STRONG/MATURED
EGO.

Matured ego
helps in
socially acceptable
release of Id impulses.

In an effort to
protect ego
from being hurt
individual
resorts to
ego defense mechanism.
Prejudice is one such
ego mechanism.

Scape goat theory by Dollard & Miller



persistent prevalence of Frustration/Frustrators in the environment, specially those against whom the individual can't take any action creates Learned helplessness in the individual which may eventually lead to 'Depression'

who becomes the scapegoat

- One who is visible
- Hated to begin with.
- Relatively powerless to retaliate.

Scape goat selected would be made to take all the blame i.e. is held responsible for the actions not performed by them.

Limitations

The Question is,
who a particular group gets selected as scape goat?

The study only explains us, how & why
People maintain their prejudice.

How to bring the
Frustration down?

- Directly attack the person
- Imaginary action.
- selecting scape goat

Defense
mechanism
[unconscious]

||
Attributional Error
[conscious]

2. Projection

Holding others as responsible for ones
own limitations and shortcomings.

People are not aware of this suggesting
that it takes place in the unconscious

Repression precedes projection.

during which the undesirable impulses are pushed
into unconscious.

Projection can be done on anyone.

not necessarily on a chosen outgroup from outside.
It could be taken out on someone who is available & handy
convenient.

3. Authoritarian personality approach.
concept given by Adorno et al.

1. Is there a personality profile which predisposes the individual to prejudice?

Or

2. Is there a personality profile that emerges from Prejudice?

1. Low frustration tolerance
2. Anti democratic orientation
3. Authoritarian parenting
4. High level of insecurity & anxiety
5. Ethnocentric orientation
6. Egocentric orientation.

equivalent to saying

there are a set of personality factors which might make the individual prejudiced.

But it does not mean there is a

Pre-Prejudice Personality. [which could be restrictive in meaning]

the personality that

emerges after they are prejudiced are more stronger than those before the prejudice.

Actually, there is no personality profile/type which is responsible for holding prejudice.

But we can find a similar factors set of

Eg: Stating that there is a pre-alcoholic personality would mean this particular personality is (likely) to become an alcoholic.

So we say there are set of similar traits in the alcoholics - same is true with any deviant behaviour.

Limitations

Don't talk about causes.

Patho.
Psychology of prejudice is at least but a small part of
the story of prejudice elaborate?

~~Freud is crazy~~

Freud said.

Prejudiced people experienced
an imbalance in

According to ↓

Psychopathology, caused by

strong id impulses.
Irrational ego controls
→ & weak ego.

Eg
Ego
↓
Super Ego
adds bias.

to this psychopathology can only be addressed by
psychotherapy, which will enable the person to convert his
weak ego into a mature ego.

Individual explanation II

11

00.

Socio cultural explanations.

Socio-cultural explanation calls for
prejudice in the terms of non-personality
determinants which are derived through external social
and cultural sources and acquired through role learning.

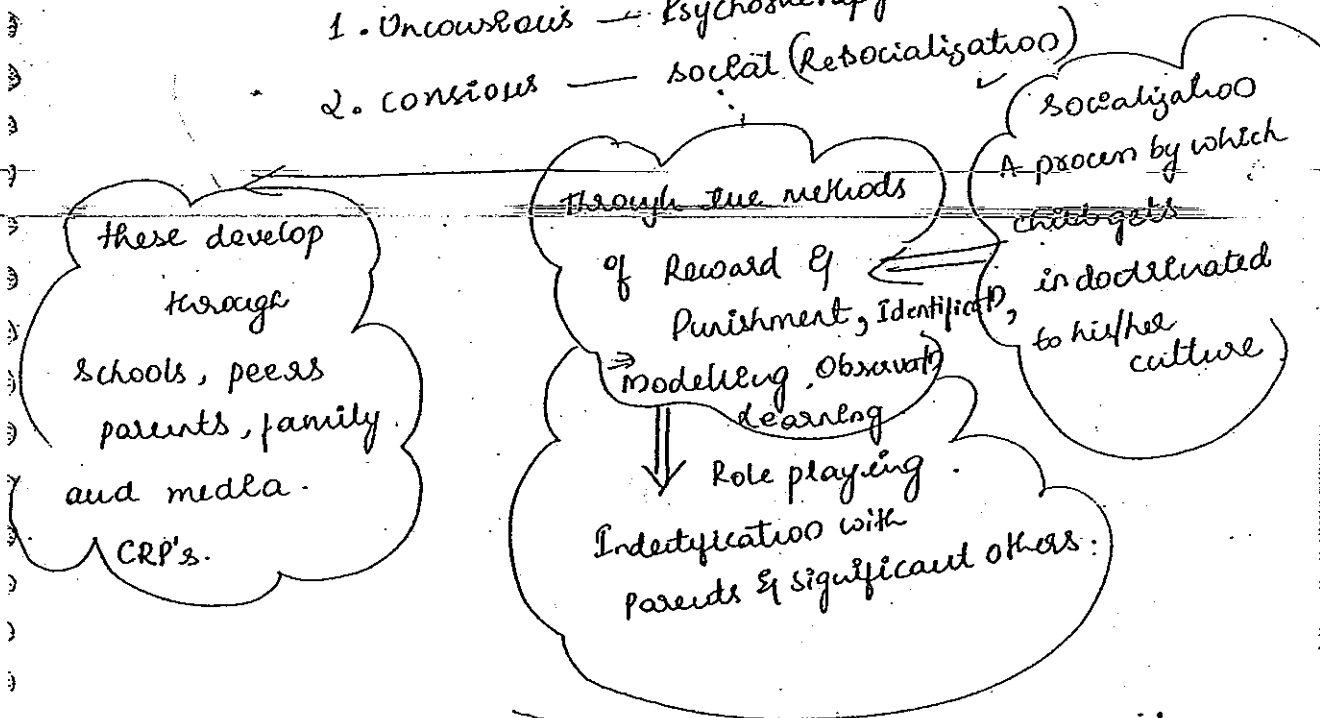
It says,

Putting two plus two together. inference drawing
hypothesis.

Only Freud considered
prejudice as abnormal
or a disease.
Non Freudians didn't
accept it.

When it comes to individual level,
there are 2 possible explanations.

1. Unconscious — Psychotherapy
2. conscious — social (resocialisation)



Putting 2 + 2 together - Inference drawing Hypotheses.

Belief incongruance.

conformity.

eg: Apartheid &

untouchability.

Apartheid [standing apart].

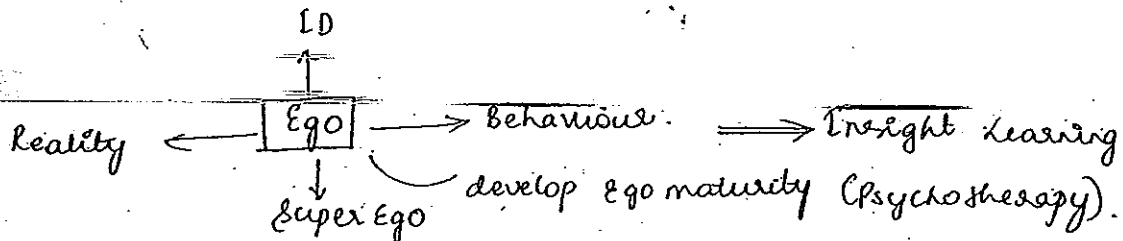
READ FROM THE NOTES GIVEN.

SET NO VII

Prejudice - Ambivalence.

Removing prejudice.

1. Symptomatic theory approach (Freudian Approach)



Pursue, is addressed
so no repression needed
[Resolved conflicts]

calls for restructuring of Id, Ego & super Ego

Limitation :

Time consuming, cost, effort, labour intensive exercise.

what is included here,

1. Psychotherapy
2. Self ~~work~~ Insight training
3. Reducing the conflict aspects of our environment
4. catharsis
5. changing child rearing practices.

Psychotherapy

Freudian method,

Insight based techniques.

Two persons to be remembered here

- Freud
- Rogers

Freud.

Repressed unconscious conflict/
Impulses

↓ so

Reduced control of unconscious
impulses

Believed that human being is
Pessimistic

Individual approach is not
preferred here, group approach
is preferred here.

because,

- It stimulates social reality better.
- Time, cost & labour effective
- Motivation to work towards goal
is ↑ in group.
- Possibility of insight learning ↑

It also has a few limitations like
focus is lost during the course
of therapy and the unique
individuality of each is not paid
attention.

We cannot assume that all the
members in the therapeutic group
have similar & same degree
of problems/conflicts.

Psychoanalytical, humanistic, behaviourists' approaches?

Carl Rogers.

understanding blocked aspects
of 'self'

Believes that human being
is Optimistic.

where as,

Removal of Prejudice
through Behavioural
approach & Cognitive
approach will be
much easier, fast
& cheap.

∴ It is a symptomatic
approach

Freudian therapy
believes in reconstruction
of id, ego, superego
which actually is a
time consuming process.
& It is expert-therapist
oriented compared to
unlike behaviourists.

Removing

Prejudice compare & contrast

Psychoanalytical, humanistic, behaviourists' approaches?

Self Insight Training :

Propaganda as a method of Prej reduction, ^{it} is ineffective as prejudice is not the function of gaps in cognitive structure?

~~Prejudice removal through awareness building is inconsistent with the philosophy of symptomatic theory.~~

Prejudice - held functions

→ want	] direct approach Propaganda
→ knowledge fun ⁿ	
→ Ego defense mechanisms (Freud)	

Propaganda

↓
might not result in creating
Emotional insight

Psychotherapy
(Insight therapy)
Freudian/Rogers

If not,
Ego defense mechanism

through Psychotherapy.

Is effective when the prejudice
is due to gap b/w cognitive
structure.

So there are possibly two explanations

1. Freudian
2. Other approach - Propaganda.

Eg:

(ve)
I have certain attitude towards

Black people, Propaganda given as it is
wrong to discriminate — causes dissonance in the
individual.

White kid holding AntiBlack attitude, he could not
escape as she used to visit him again & again.

Slowly realised blacks are not as bad as I think.
Social dissonance created eventually comes to terms with her
and even finds it good!

Dissonance
can be a
cause of
Prejudice &
is a way to
remove Prej.

2. Self Insight training

The method was given by Katz et al.

Based

"If prejudices serve ego defensive function then awareness building via propaganda and other methods is not likely to be successful in amelioration of prejudice".

Group I

Self Insight group

"Emotions and attitudes" Essay On.

dynamics of scapegoating, projection and compensation in the development of animosity attitude. followed by case study presentation & a discussion.

Group II

Information

⇒ made to read the same essay but without any case study & discussion - Object was to correct the misinformation/misconceptions.

Deficiency
could be
Real & Imaginary.

Post test No difference
Post test₂ (6 months later)

massive reduction in
Prejudice in group 1

Compensation.

Story of
Wilma Rudolph
thing which was a kind of
weakness becomes
strength
Individual compensates.
Two types { Direct
Indirect.

Direct

eg: Wilma Rudolph

Olympic winner despite of
having a Polio strikes leg.

Indirect

eg: a girl ^{wholes} ~~with~~ "not so good looking" looks
compensates it by topping the
class.

why 6 weeks time ?

Insight takes place time to develop. since insight development involves personality reorganisation and Personality re-organisation takes time.

~~Any prejudice assimilation~~ would involve

Insight development invariably.

Due to the lack of research & data in the same, we are not clear about the dynamics of insight development. as most of the studies are qualitative in nature. (Case studies precisely.)

[Behaviour changes first followed by insight
Insight first — behaviour change follows]

How does it work, dynamics, order we don't know.

3. Conflict arousing factors reduction.

To resolve the conflicts,

1. Perception of the person should be addressed.
2. Address the frustrators.

For that,
Make the person understand his strength & weakness.

4. Catharsis

now we don't accept ki catharsis ↓ prejudice.

It was Freud's concept.

5. Changing CRP's

from authoritarian to Democratic CRP's.

Direct Approach.

They are based on the premise that ethnic behaviour cannot be changed without effecting the basic personality changes. Most proponents of socio-cultural approach recognise that ethnic attitudes are integrated into ~~individuals' personality~~ and this makes them difficult to change but they reject the theory of Psychodynamic ~~causes~~ of prejudice involving hostility, displacement and impulses projection.

2 approaches

1. Providing Information
2. Change the patterns of intergroup interaction. and facilitating intergroup contact.

Prejudice Information

through # Education

Propaganda

Education results in enlarged latitude of acceptance and the individual develops a more scientific temper

Propaganda removes misinformation, and completes their incomplete cog structures.

2. Contact

How contact occurs

1. Long duration
2. Pleasant situation.
3. Equal status.
4. Freely chosen behaviour.

Allport gave contact hypothesis and it suggested that the increased contact b/w the members of various racial groups can be effective in reducing the prejudice between them. Allport specified 4 conditions for

Optimal contact

1. Ingroup and outgroups are perceived as equal in status and power.
2. Two groups share a common goal.
3. Intergroup cooperation and interdependence to achieve ~~a common goal is present~~.
4. Norms favouring equality must exist and the authority must support the process of harmonising the relationship b/t two groups.

It has been further suggested that the persons involved must view one another as typical of their respective groups.

In the recent times a modified version of contact hypothesis has been suggested and this hypothesis has introduced the dimension of friendship potential to explain, how intergroup contact mechanism works to reduce prejudice. It has been suggested that the direct contact with the members of the outgroup is not essential for reducing the prejudice b/t the two groups. In fact beneficial effects can be produced & simply by knowing that the members of one's own group have ~~been~~ formed friendship with the members of the outgroup.

The knowledge of this cross group friendship can help to reduce anxiety associated with having interactions b/t them and is likely to make contact with outgroup members acceptable and propagate the idea that outgroup members don't necessarily dislike the members of the ingroup.

Further such friendships can also generate understanding and empathy between the groups. Recent works suggest the presence of four inter related processes that bring about attitude change through contact.

1. Learning about the outgroups
2. ~~changing behaviours~~
3. ~~Generating affective ties~~
4. Ingroup appraisal.

Contact provides insight about ingroup as well as outgroup. and intergroup contact brings about change & transformation

Through Decategorization

Recategorization

Decategorization is reducing the salience of intergroup group boundaries. Intergroup contact can individuate the members of the outgroup by (reducing) revealing the variability of in their opinions.

Recategorization it refers to shift in the boundaries created by the members of the respective groups. In other words many individuals who were earlier viewed as outgroup members are now viewed as ingroup members.

Prejudice Removal

- ① Simple stereotype destruction
- ② Removing belief incongruence
- ③ Consistency game
- ④ Role interpretation
- ⑤ shared coping approach

Simple Intergroup stereotype destruction

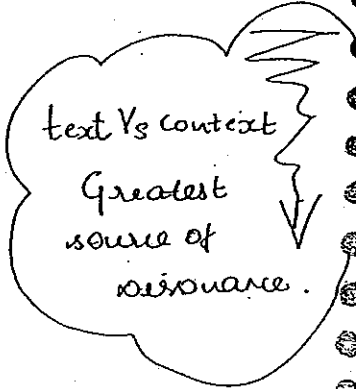
Inter group contact would make prejudice individuals understand the invalidity of their stereotypes and hence make them to destroy it.

Role interpretation

~~When the contact with the minority group involves~~
a role that is incompatible with their minority status the expectation associated with incompatible role is likely to lead to new behaviours towards them. and to appropriate changes in the corresponding characteristics.

Removing belief in congruency.

Rokeach is of the opinion that the opportunity of the intergroup contact helps to remove prejudice by facilitating the removal of dissimilarities ^{of belief} which according to him is the major sense of prejudice.



text Vs context
Greatest
source of
dissonance.

Brehm & Cohen are of the opinion that Festingers Cognitive Dissonance theory is of great help in understanding desegregation-integration process.

Desegregation involves changes in the behaviour as a result of increased intergroup contact while integration is the reduction of prejudice through the mechanism of attitude change. According to Brehm & Cohen these segregation & integration may be viewed as two step process in dissonance reduction.

Individuals who are committed to be in close proximity with blacks may reduce their internal dissonance by interacting with them.

The additional dissonance that is caused by interacting with the individuals for whom one has unfavourable stereotypes may be further reduced by changing the stereotype i.e by favourable attitude change towards him.

The third possible link, i.e., the generalization of ~~fully~~ developed attitudes towards other members of the disliked group occurs very slowly and takes time.

5. Shared coping approach

Sherif

Operates through the creation of superordinate goal, superordinate goal is one that each member in the group wants and but not in a position to accomplish independently. The combined effort of the group members towards goal realization is called as shared coping.

Shared coping operates through intensification of friendship effects. It intensifies the unlearning mechanisms by inhibiting self-fulfilling (prophecies) prophecies and reducing misperception, it also helps to remove the assumed belief in-congruence and thus remove prejudice.

Shared coping facilitates the reduction of ethnic hostility through the creation of intergroup friendship across ethnic lines. It helps to destroy stereotypes and misperceptions that support prejudice. Further it causes redeployment of motivation with respect to attitude.

Sherif et al

Robbers cave expt.

22 boys

Super-ordinate goal (as a group) $\Rightarrow$ $\downarrow$ hostility



10 boys



10 boys

Football

Intergroup

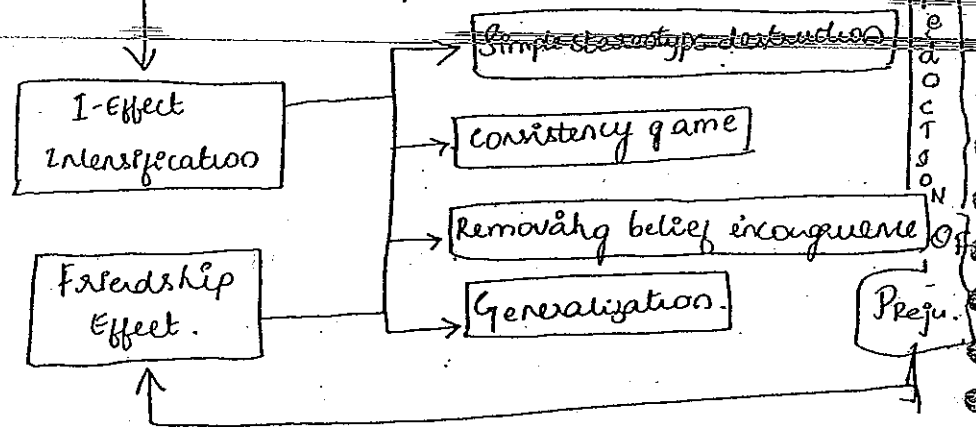
Competition

Try of work with a loaded truck.

the group dependence

1. creation of ingroups
2. generation of intergroup competition leading to hostility
3. Removal of intergroup hostility by the creation of superordinate goal.

Shared
coping
Approach



Conflict is a disagreement over social issue, belief ideologies or specific behaviours that occurs when two parties have divergent interest concerning the same issue

causes of conflict

1. Power (differentiation) differential

In many instance conflict is maintained because one side has more power than other. The side with lesser power suffer from the sense of relative deprivation which often causes frustration & this frustration generally results in conflict particularly when the oppressed group acquires same power.

2. Competition.

Occurs when two or more groups strive for the same goal and the attainment of goal by one group implies frustration with respect to the goals of the other group

this type of situation where one group gets its goals at the expense of others can lead to the situation of social trap, this situation occurs when the group gets locked into conflictual mode of dealing with each other and push themselves to a situation where it is difficult for them to go back.

~~Competition~~ can also lead to the phenomena of Common's dilemma, which is a type of social trap condition in which a smaller group tries to protect its interest at the expense of larger group.

Common's dilemma & social trap generally occur because most groups value their short-term reinforcement over their long-term interests.

3. conflicting Aspirations

The rigidity of each party's aspirations and their conflictual nature can lead to conflict in a situation where each party takes a rigid stand regarding its aspirations. Conflict is difficult to be resolved.

Rubin & Pruitt found that there are two major sources of rigidities both having to do with the values underlying conflict.

Importance of value and their centrality to groups' belief system

perception of the underlying values in the terms of either or category, either or perception implies that each side visualizes the situation as zero sum game where one side's winning implies other side losing.

4. Grudges & the feeling of inequality

It is the group's perception of equality that matters and when one or more group feels that they have been subjected to inequality without any valid reason, conflict is the natural outcome.

5. ~~Ambiguity over Jurisdiction & Responsibility~~

6. Stereotyping the enemy

Stereotyping is a rigid categorisation over simplified, and internalized image of a group of people. Stereotyping involves ascribing characteristics to the outgroups based on our notions about them. It has powerful influence on how we see, judge, and behave with the outgroups.

Stereotypes play an important role in Intergroup conflict, misperceptions and faulty attributions. White has identified 6 forms of misperception that contribute to the escalation of conflicts and transform them into wars.

Military overconfidence

Each side is overconfident about its strength and its capability to teach the other side the lesson.

Moral self image

Each side sees itself as morally upright and the other side as an evil.

Absence of empathy

Each side ignores the perspective and needs of the other side.

Selective attention

Each side ignores the important aspects of conflict.

Diabolical Enemy Image

Each side sees other as having dubious character

Visible Self Image

Each side sees backing out as an insult to its power & honour

7. Delegitimization

~~Categorisation~~ of a group into extremely negative social categories that are excluded from the realm of acceptable norms and values.

Dehumanization, trait characterization and outcasting are common forms of delegitimization, it is most likely to occur when people perceive a threat to their own group and when they strongly identify with their group when this is the case the individual has a strong desire to act against the outgroup.

Delegitimization characterizes the outgroup as dangerous and justifies responding to them with violence & harm.

8. Just World Hypothesis.

By 'Lerner'

People want and need to believe that world is basically a fair place and people get what they deserve this hypothesis allows people to delay their gratifications and work for distant goals.

Just world hypothesis allows the individual the comfort that he will not be punished or deprived, if he continues to work diligently, it consoles him that bad fate would not fall upon him and his hardwork as would eventually be rewarded and unfortunate consequence of this belief is victim blaming. whereby victims of -ve events and members of disadvantaged groups are assumed to be

responsible for their own plight.

Trust

Trust is difficult to develop but can easily be destroyed. Communication happens to be a critical factor in the development of trust, but the parties in conflict have a tendency to ~~withdraw from the process of communication and this is~~ called as 'As^{ti} Hostility' and ~~hence~~ for the resolution of the conflict it is essential that the concerned parties must continue to communicate.

Relative Deprivation

It is the feeling of resentment that occurs when the people believe that their own & their groups outcome happens to be unfavourable. People feel relatively deprived when they want the desired object and they feel that they deserve it.

Relative deprivation can result in the +ve behaviour where the individual & the group that feel deprived makes an effort to improve its outcome. But unfortunately most of the time it results in -ve behaviour manifested in the form of stereotyping projection scape goating and ~~vap~~ ultimately results in intergroup conflict. I want it but I don't deserve it $\Rightarrow$ No Relative deprivation

Remedial measures :

- # Creation of a super-ordinate goal
- # Recategorisation through equal status intergroup contact
- # Eg: "Brown Nurse" case study
after-effects.

Power restoration by allowing the oppressed groups some say in decision making.

Opening up the channels of communication.

Understanding the aspirations of the other party

According to Pruitt & Rubin, intergroup conflict is best resolved through integrative solutions

(Integrated solution is reached when there is parity from both the parties) (win-win situation)

Integrative solution is the best because, aspirations of both the parties are reconciled and blended together to produce a result and thus both parties can expect some benefits to come their way as a result of solution reached.

looking forward eagerly for attending classes

= Integrated approach

well, I have paid so much let me attend the class is a different approach - not an integrated solution.

In some cases it is possible to reach completely integrated solutions wherein the aspirations of both the parties are more or less completely met but in some other cases only partially integrated solutions can be arrived at and these happen to be similar to compromise.

Integrated solutions are best because,

1. They benefit both the sides
2. They are mutually agreed upon
3. They tend to be more stable
4. They strengthen the feeling of cooperation as a joint effort is needed to produce them.

Negotiations

It is a method of conflict resolution in which both parties must meet to exchange the information, to give their views, to clarify their positions and to propose solutions.

~~Negotiations are only possible when the parties in~~
conflict are ready to communicate. Studies have also shown that if this communication is directed by the third party then the two conflicting parties generally agree to initiate the dialogue and take steps for conflict resolution. The conciliatory gestures of one party are usually followed by similar gestures by the other party and this way the give and take continues and ultimately leads to the shift from individualistic orientation to the more cooperative one.

Third Party Intervention

Is one in which individual or a group not involved in a conflict agree to act as a go between. The third party acting as an intermediary is generally able to bring about concessions from the conflicting parties without the conflicting parties looking their face (face!) however the conflicting parties want to arrive at a solution (on their) problems on their own then they may see the third party intervention as unnecessary.

GRIT Graduated and Reciprocal-initiative ⁱⁿ Intervention reduction.

next page →

GRIT Graduated & Reciprocal initiative in tension reduction.

It is a conflict resolution technique that involves one side making unilateral concessions and hoping that other side would reciprocate, this technique is based on the norms of reciprocity and can be a method in conflict resolution, particularly when both parties happen to be of equal standing.

POSITIVE ASPECTS OF CONFLICT

Conflict prevents stagnation and stimulates interest and curiosity

It is a medium through which problems can be aired and solutions be arrived

External conflicts fosters internal cohesiveness.

Conflict can help release individual's their pent up feelings and can be highly enjoyable exercise for those who want full and active use of their capabilities.

Conflict helps individuals as well as groups establish their personal and social identities

Conflict is the part of the process of testing and assessing 'oneself'.

Social integration may be viewed as a social, psychological and educational process through which a feeling of unity, solidarity and cohesion develops among different social groups in a society.

It is a process of creating a common bond and along with it a feeling of brotherhood.

Social integration may be viewed as a two fold process of administrative & political integration on one hand and Local on the other. Local integration is more important and includes

1. Cognitive Component

which indicates the degree to which there is a overlap in the beliefs, opinions and the ideas of the members of a given society with regard to important issues concerning them.

Affective Component

It is just through the overlap in the emotional reactions by the members of a given society to the various important issues of common concern.

Behavioural Component

which is reflected through the extent of similarity displayed in behavioural readiness by the members of a given society towards the important issues concerning them.

BOTTLE NECKS IN SOCIAL INTEGRATION

AMORAL FAMILISM

Typical Indian family values.

Nepotism

Eg: B.B. politician
B.B. contractor.
Give a tender to
B.B.

Group embeddedness

Group embeddedness takes over Personal/Individual identity.

Marry a 'Guy' just becoz he belongs to a so called "Good Family"

Weak concept of National Identity.

I gave 20 lakhs to become AC, now I have to earn & compensate.

- # Resource constraints
 - # Blocked channels of communication.
 - # Feudal mind set
 - # Polarization of caste, religions & regions.
 - # Low legitimacy of state institutions eg: ^{no strict laws against} ^{smuggling.}
 - # ~~Wide spread dehumanization~~ eg: Adulterations.
-
- # Historical factors
 - # Inappropriate role models.
 - # Absence of scientific temper
 - # High level of illiteracy
 - # Instruments of violence easily available
 - # Dogmatic and orthodox attitudes
 - # Widespread insecurity and anxiety
 - # Absence of true secularism.
 - # Ideologies that condone violence.
eg: Manu Sharma By Jemica Lal case
Protected by his father - politician.

dogmatic
"rigid".

STEREOTYPES.

Human beings have a strong disposition to categorise people into groups and they do this even when they have limited information available with them. Human beings are cognitive misers and they prefer least effortful means of processing information and this results in faulty categorization based on ~~an~~ overgeneralization and arbitrary inference drawing, which in turn leads to development of stereotypes.

Categorisation and association are two fundamental tendencies of human beings & both of these can be seen in operation in stereotyping.

Stereotype therefore is a simplified and/or standardized conception with a specific meaning often held in common by the people about another group.

Stereotypes are conventional and over simplified conceptions and opinions or images based on the assumption that ~~there are attributes that the members of the other group hold in common~~

stereotypes are some times formed by a previous illusory correlation. Stereotypes may be +ve or negative but are based on Overgeneralization.

Belief is a cognitive embodiment of attitude.

Only stereotypes are the cognitive embodiments of prejudice

stereotypes are the rigid beliefs among intergroups based on limited info & hasty inference drawing

stereotype is,

Has intergroup orientation

Involves Overgeneralization & hasty inference drawing.

(Incorrect discrimination)

Not every wrong concept is a stereotype

Illusory correlation

Eg:

minorities moving into my locality in a large no.

minorities indulge in crime

Increase in crime rate

Peripheral factors were not taken into account.

I end up Overgeneralizing.

there info could be genuine ones.

⇒ Stereotypes can be easily eliminated compared to prejudice.

? stereotypes !

• Identity crisis in the individual.

to seek group affiliation, group membership.

Henry Tajfel has proposed social identity theory to explain ingroup bias, according to this theory we all are motivated to maintain positive self concept, a part of which comes from group membership.

Identification with ingroup confers the social identity to the individual.

Categorising dissimilar others as the part of outgroup is another aspect of this social identity process.

When we feel threatened our ingroup bias increases (bias in favour of ingroup against outgroup) thereby enhancing our self-esteem.

Ingroup may also have biological roots, as we are uneasy when we are with people who are unfamiliar and unlike us. Thus there is some evidence, which supports that ingroup bias may be the part of our genetic heritage which has enabled us to survive as a species.

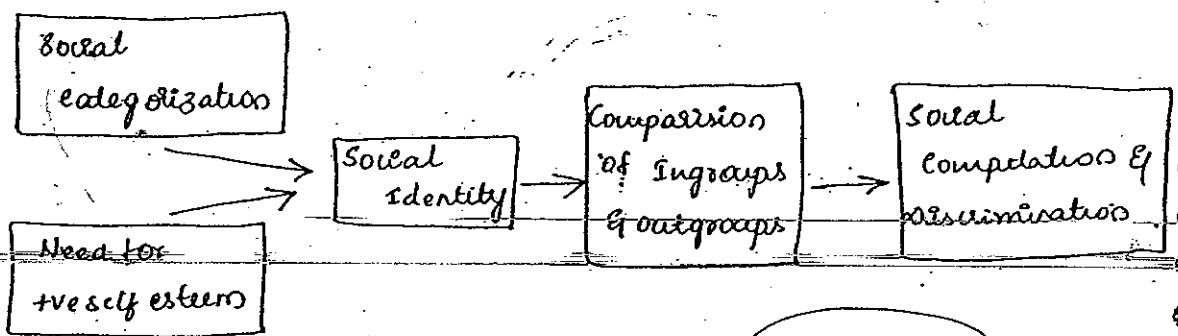
Because it is easier to deal with one individual on group basis therefore we prefer ingroup outgroup categorization.

Child: I want a Big Car!

Father: Are you want to be recognised for the car you have or for what you are ?!!

Child: For myself :)

Identity development in child.



- # Attributional Error
- # Association
- # Categorization
- # Illusory correlation
- # Insecurity & Identity.

Need for ingroup
Identity is ↑
when Insecurity ↑

FACTORS influencing development of stereotypes.

- ↳ Past experiences with out group
- ↳ Insecurity environment
- ↳ Intergroup conflict
- ↳ Labelling as a mechanism to handle the problems of information overload.

Patterns of communication within and b/t the groups

Communication that promotes selective perception, attention retention and interpretation is likely to generate & maintain stereotypes.

Effects of Stereotypes :

1. Discrimination against the members of the stereotyped group
2. Justification of Prejudices
3. Unwillingness to re-think about ones' present attitude position

Overcoming Stereotypes :

- # Re-categorization (3A category ବଦଳାଅଁ !)
 - # Super ordinate goal creation
 - # Consensuization
 - # Profitable association method
-

MEMORY

1. Forgetting (60).

Interference theory (30)

Decay theory (20)

Encoding

↓ Specificity Hypothesis (10)

Psychoanalytical theory (30)

Consolidation theory (20)

Ways to prevent forgetting (30)

Remembering.

Information Processing theory approach (60)

Levels of processing approach (30)

Organization of memories (20)

#



Encoding (30)

Storage & Retrieval (20)

Working Memory (60)

Meta memory (30)

Echore } (10)
Echore } Sensory memory (20)
 (10)

Amnesia (30)

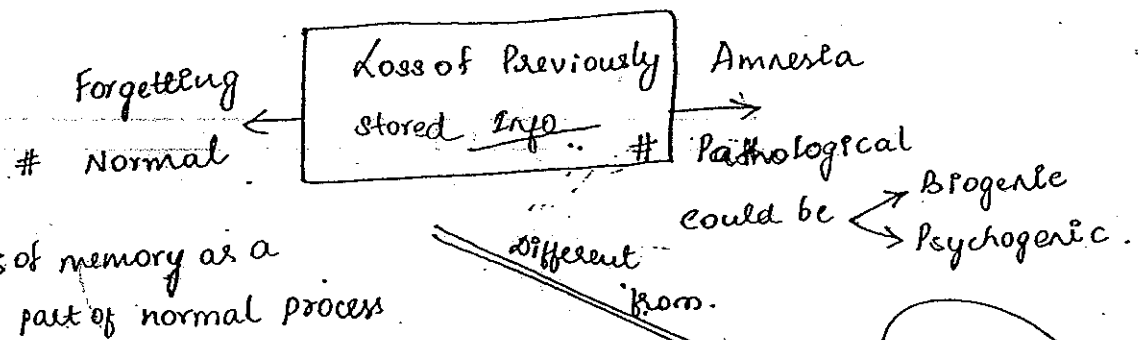
Memories (20)

Attention!

Only when something is encoded & retained then only it qualifies to be called Forgetting later in some point of time.

i.e. For forgetting to take

place the Info should be encoded & stored in the first place.



Spontaneous
Loss of info from LTM basically.

Retention Vs Retrieval
are both different failure.

Extinction

deliberate

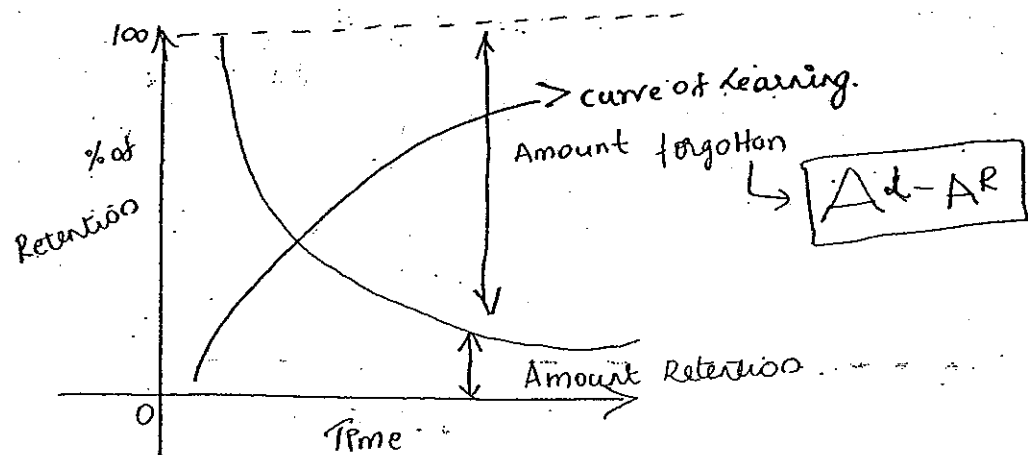
due to a Precondition
i.e. withdrawal of reinforcment
that was provided
earlier
Preceded Learning.

Forgetting ?

Partial or complete loss of previously learnt information.

Loss of information already encoded and stored in long term memory.

Hermann Ebbinghaus gave "Classic curve of Forgetting"



- # Forgetting occurs at a rapid pace immediately after learning gets completed.
- # Rate of forgetting decreases overtime
- # Forgetting & Learning both can never be 100 %

Factors Influencing Forgetting.

Meaningfulness of the material

meaningful materials are better remembered

∴ association building for meaningful materials is easy = semantic association.

Retrieval cues come easily $\Rightarrow$ information can be easily retrieved

Over Learning [Practice again & again]

Is the learning that we do after one or the two perfect recall of to be remembered material (Sabaram). (T.B.R.M)

Over learning beyond a point follows the law of diminishing returns.

[Learning beyond a point is not going bring about any significant change]

Spaced learning is always better [$\downarrow$ Forgetting ensured]

Organization in T.B.R.M.

more organized is T.B.R.M better is the memory of Sabaram [Individual]

∴ Association building easier - cues $\uparrow$

Feedback

memory becuz,

1. it enables the learner to know their shortcomings and takes steps to improve them
2. It enhances the motivation of those learners who are doing well

Pattern of material

material which is made distinct & highlighted from others is remembered better and is less likely to be forgotten and this is called as **VON RESTORFF EFFECT**

"VON RESTORFF EFFECT"

Length of the material.

The material which is short is likely to be approached by rote method mostly. [Rote memory < Remember & Reproduce]

Moderate length ✓ neither too short nor too long.

A longer list of words/items may take more time to remember but when remembered it will be retained better than the shorter list this is because, when the learner has got a longer list of words to remember he is more likely to approach the task of memorizing through association building whereas it is quite likely that a shorter list is likely to be approached through Rote memorization.

Method of Learning

- a. Part Vs whole
- b. spaced Vs massed
- c.

Spaced = Practice trials are interspersed with rest periods

Massed = Learning & memorization is done in a single session

Massed practice is better because

boredom & fatigue gets eliminated when the learner gets some rest

Interfering associations get weakened

Part vs whole

Whole, entire material is learned

Part, material to be learnt is broken into different units and each unit is mastered independently.

Whole learning is better when,

Subjects are intelligent.

material is of moderate length.

material to be learnt is abstract

Part learning is effective when the material to be remembered is large and it can easily be broken down into different units

Some of the parts are of extreme difficulty.

Whatever be the situation whole learning generally scores over part learning because synthesis of parts once they have been independently mastered takes time.

Factors influencing forgetting continued.

Personality factors

1. Age

During 60's — Some decline in memory capacity due to lack of practice

During 80's — ~~Physiological~~ basis
Pronounced decline.

2. Gender

No gender difference exists as such

3. Arousal (= motivation)

Moderate arousal ✓ neither high nor low

4. Higher intelligence

↑ intelligence, ↑ memory [Processing skills are better]

THEORIES OF FORGETTING.

Trace dependent theories

Information not available

Retention failure

Cue dependent theories

Information not accessible.

Retrieval failure.

Gestalt approach

Biological approach [which explains synaptic connections]

Trace dependent theories.

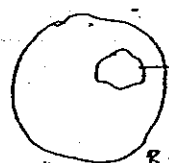
1. Perseveration — Consolidation theory

By Miller & Pilzecker

2. Disuse & decay theory.

by Ebbinghaus.

Incoming
Info →
→
→



Memory Trace
Codes "Input"

Brain Trace is volatile to
begin with, is easily
disrupted

Trace is an hypothetical
-cal structure.

Trace needs to be stored via the flow of neuro electric impulses.
However if for some reason these traces are not consolidated,
then forgetting is bound to occur as traces are lost/disappear.
leading to "Retention failure".

PERSEVERATION CONSOLIDATION THEORY.

Incoming Information sets up a trace

↓
Trace contains information

↓
Information in trace gets consolidated through the process of
Perseveration

↓
Process sustained flow of neuro electricity around the trace
↓
Once the process of perseveration is complete → Consolidation
↓
Consolidated information is resistant to forgetting
↓
Relatively permanent memory laid.

DUNCAN,

Rats were made to
learn a task →

After learning the task
were given EC shock

Learning for
the task
measured.

←
Rat was not able to
perform the task

[Memories had disappeared]

Eideticism

Period of consolidation for
different tasks not defined
memory loss to retrieval
failure not considered

theory does not explain

Amnesia Remote memory
↓ ↑ effected.
Anterograde
Retrograde ↓
Forget things happened just
before the accident. Others
of Remote memories intact

why we end up losing information that has been consolidated.

forgetting that occurs due to "similarity effect" has not
been accounted for

Learn German → study chemistry easier
Learn German → learn Japanese ← Hard

DECAY THEORY — Ebbinghaus.

"If you don't use it, you lose it"

Decay of memory traces is (the) function of time.
a mere

memory traces will decay with the passage of time.

It was not accepted before,

It can never be so that time just passes away
without leaving its footprints. [with nothing happening]

It views forgetting as,

Function of retention failure, as a result of decay of
memory traces over time.

Ebbinghaus was of the opinion that

memory loss is due to a metabolic process however
he failed to explain the physiological process
behind it.

→ Forgetting is due to wearing away of memory traces.

Tenning & Sallenbach

Original learning $\xrightarrow[\text{Interpolated period}]{} \text{Recall}$

They said forgetting is a function of interpolated ^{period} learning.

One learned $\xrightarrow{\hspace{2cm}}$ Now forgotten
Beech me bahuth kuch
Hogaya!

Tenning & Sallenbach criticised decay theory as they showed that the loss of memory traces is not the result of mere passage of time, rather it is the function of the activities that takes place between the original learning and the recall of originally learned items.

Byork & Bjork has come up with "New Disuse theory"

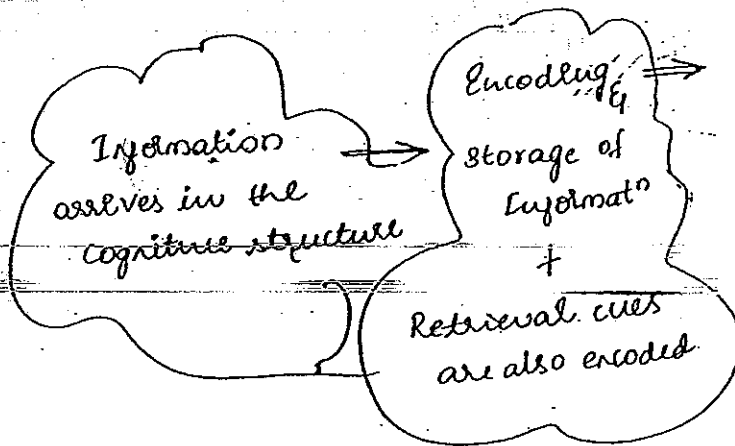
that proposes that there is competition for retrieval among the items stored in LTM. Newly learned items or recently retrieved items have an advantage over other items that are similar in fashion but not have been recently learned & retrieved. Compared with the former items these latter items will be less accessible to retrieval.

The new disuse theory has considerable practical value. One implication of the theory is that more recently learned & retrieved items would be more readily accessible.

Eg: One full revision before the final exam is always better.

Cue dependent theories

oo.



Retrieved cues originally encoded & stored are either not accessible during the recall because either they have been blocked with other similar retrieval cues or have been lost.

PSYCHOANALYTICAL THEORY.

In his book "Psychopathology of Everyday Life" Freud stated that forgetting is rooted in the motive of displeasure.

Freud implied that repression is the key agent in forgetting.

Repression is different from suppression.
[unconscious] [conscious]

Repression prevents unpleasant events from reaching the conscious.

Freudian theory of motivated forgetting to be tested empirically for ethical reasons is difficult.

Through Psychoanalysis & Hypnotic induction

It is unethical to induce intense anxiety in the subject which is a necessary evil in any Freudian experiments.
So empirical evidences ↓

revealed that people are able to retrieve some info from unconscious which otherwise they are not available in conscious.

Another evidence/explanation

By Zeigarnik Effect which states that Incomplete tasks cause anxiety and therefore are better remembered.

Zeigarnik told

remembering is a function of motivation in that case
if motivation has a role in (Memory) Remembering
then it does have a role in forgetting.

actually

motivation in positive direction

enables individual to remember things

motivation in negative sense/direction
makes one forget things.

However

Incompleteness doesn't suggest the

inability/inefficiency of the individual.

When Incompleteness reflects inability/inefficiency of the
individual then it is reversal of Zeigarnik effect

Conflict b/c

desire to complete Vs thoughts of embarrassment/consequences.

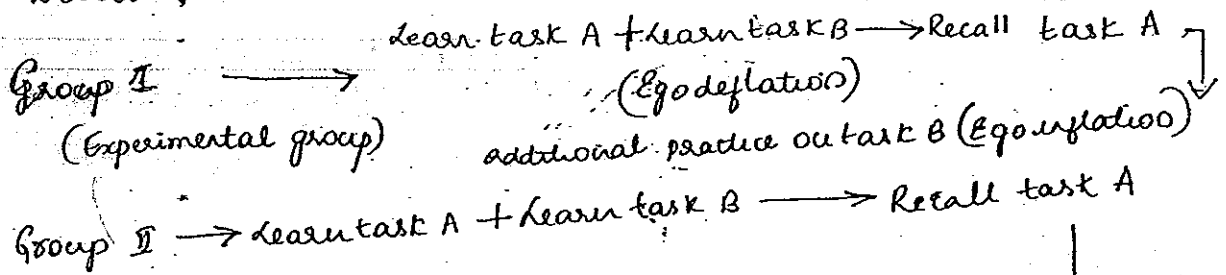
(curiosity)

Recent research in biological domain of memory.

is concerned with tracing the factors influencing the
biological

memory.

Teller,



adjusted task is affected.

Additional practice on task B
Performance on task A measured.

As a result in group A performance on task A improved dramatically so much so that some performed even better than the controlled group. Suggesting that [Memory is a function of Retrieval] as far as the subjects were humiliated, things in unconscious - Ego inflation - led ops - Performance ↑

Limitations

- # doesn't explain forgetting as a Retention failure
- # then is on unconscious again, not empirical evidence as usual.

ENCODING SPECIFICITY HYPOTHESIS

- ENDEL TULVING.

Encoding and retrieval are ~~inter~~-related. Memories are encoded in specific ways and at the time of recall must be decoded using the language that was used at the time of original learning.

If this is not done individual is likely to face difficulty in having access to the desired information. Thus according to this theory subjects do not break the codes. They are able to recall the information only with the help of 'cues' as the part of the original learning.

Experiment :

To be Remembered word

T.B.R.M

Rose

Table

Weak cue word
W.C.W.

Beard

Elephant

Recall

Now paired association method is used. Where naturally occurring strong cue words were presented to the subjects like,

Rose — Red

But a strongly naturally occurring word like Red with Rose was not enough for the subject to recall the T.B.R.M word.

But when the weak cue word was presented to the subject, it was potential enough to bring the correct response.

like when Beard was which is a W.C.W. was given T.B.R.M Red was easily recalled by the subjects.

Next step

When subjects were given a list of words and were asked to mark the words in TBRM. If found in this list subjects failed to do so.

Recall became easier than the recognition.

conditional logic

||

Productive thinking
a concept by Wirthmüller
Gustaveau.

Break the rules
- learn!

Interference theory

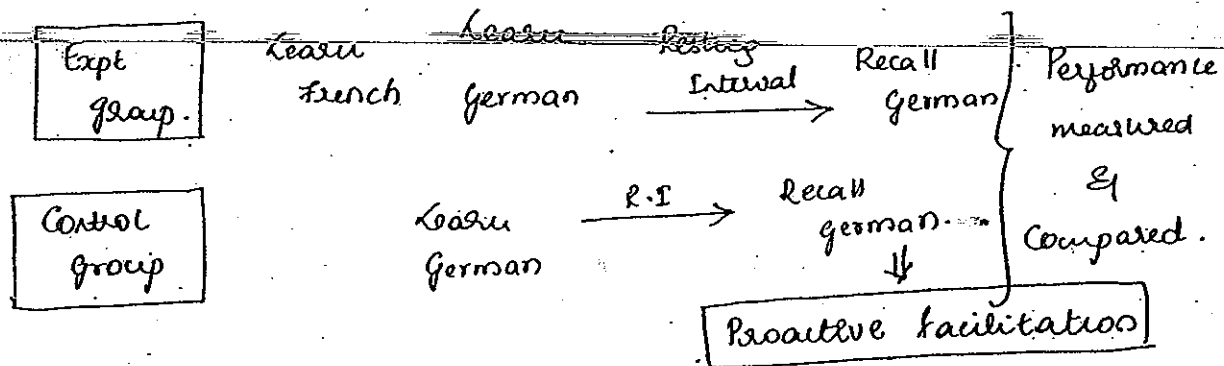
— Yerkes & Dallenbach.

The best documented theory of forgetting that focuses on the interaction among different items of previously learned information. Failure to recall a particular item of information is attributed to the influence of other usually similar items of stored information.

The items of recall are referred as originally learned items. Prior to this original learning what subjects have learned can be called as prior learning and the learning that takes place during the rest interval is called as interpolated learning.

Interpolated learning therefore is the one that takes place during the time gap between original learning and recall.

When prior learning interferes with original learning it is called as "Pro-active" interference, and when interpolated learning interferes with original learning it is called as "retroactive" interference



Prior learning Influences

- + Remembered (French) (Retroactive interference)
- Forgetting (Inhibition)
- o Neutral effect.

Is forgetting an inevitable part of every new learning?

Can we say every new learning has to have forgetting?

Forgetting is a function of many factors, interference is one of those factors. It alone cannot explain forgetting completely.

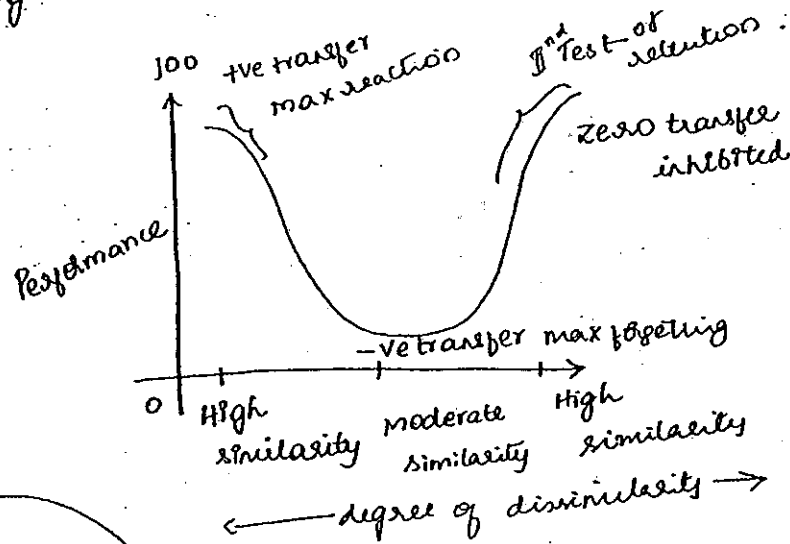
Forgetting is not a psychological phenomena altogether. It has biological base as well.

Forgetting depends upon how extensive the learning is. Learning with least/moderate association will be forgotten very easily compared to those things learnt with strong associations.

∴ the individual revisits the association now and then.

Reading Psychology..... someone suddenly asks you what are Faraday's law you may not be able to recall
likewise recalling Newton's law would be easier compared to Faraday's law.

Skagg - Robinson Hypothesis [Similarity Paradox]



That's a
wrong notion!!!

I take up Geog optional
it is going to help
me in GS.

No! becoz it is a case
of moderate dissimilarity

Ques - why forgetting occurs due to
Interference.

1. Response competition.

- ① Eg: Akbar (stimulus) $\left\{ \begin{array}{l} \text{J. Bhai (Res 1)} \\ \text{Bisbal (2)} \end{array} \right. \uparrow \text{Count?}$
- ② Appa $1+1=11$ Pappu $1+1=1$
- ③ Appa $1+1=2$ Pappu $1+1=2$ what should I say??

As practice on interpolated list $\uparrow$ response competition as
a factor causing forgetting $\downarrow \Rightarrow$ YES.

Individual made to learn Akbar - Jbhai (interpolated list)
when asked about Akbar it is likely that Individual.

will not say I-bar.

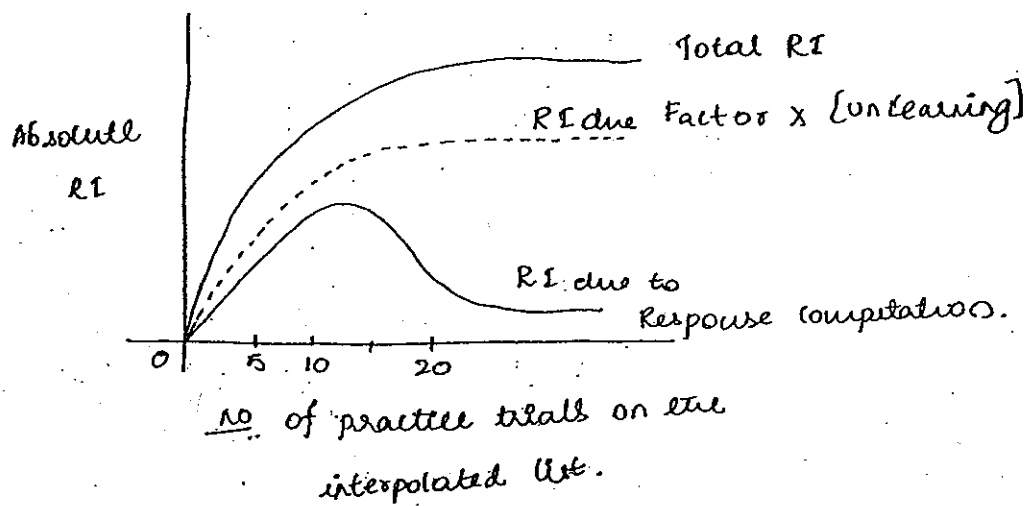
Response competition is the only factor, my performance should ↑ go up ~~as~~ with more & more practice on interpolated list.

But it's not ^{so} this thing.

~~Overall forgetting anyways ↑ there must be other~~
factors responsible for it.

And eventually it was found out that

"Unlearning" is what happens.



McGeoch gave independent Hypothesis is where he said competition response was ~~the~~ cited as the only reason affecting memory.

this theory was extend by Merton & Irwin who gave 2 factor theory - cited two factors

1. Response competition
2. Unlearning.

Subjects given a paired
associate list to remember.

RI →
30 min.

Group I

Group II

Group III

Group IV

Group V

All groups remembered a paired associated list which was same, rest interval was same. But task in the RI for each group was different. One group was solely seeing other group was given another interpolated list with 20 trials, other group with 20 trials other group with 30 trials etc.

STATE DEPENDENT LEARNING ON CONTEXT EFFECT.

For superior memory, it is essential that the condition in which original learning took place and the condition of recall should be as similar as possible. The greater is the overlap b/t the two the higher are the chances that the subject would be able to successfully recall previously learned information.

This similarity in the conditions of learning and recall relates to not only the physical state of the learner but also the environment or the surrounding in which the learning or the recall takes place.

When reference is to the physical state of the learner it is known as state dependent memory / learning. When the reference is to the surrounding we call it Context effect.

The better recall when there occurs an overlap between original learning and recall conditions both within and without can be attributed to the availability of greater no. of

retrieval cues and very easy accessibility.

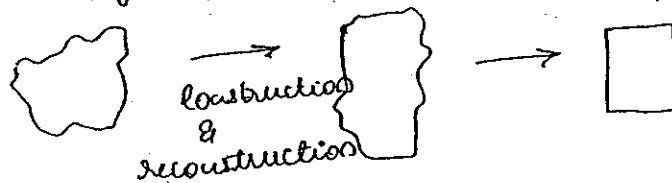
Mood dependency
&
mood congruency
concepts

Whether emotion hinders the memory or facilitates memory depends on the IQ of the individual.

GESTALT APPROACH

Gestalt's have approached "memory" by the "Perception" with the "law of Pragnaz", suggesting that forgetting is a function of construction & reconstruction of stimuli

original figure → distorted → forgetting.



Eye witness
testimony
is the best
example.

They have approached the study of memory from the side of perception. For them the memory traces have the dynamic unity like that of a sense impression of an object. Sense impression is not a passive photographic affair but it is moulded by observer's interest & tendency to perceive the object as a whole.

The perception of whole dominates the perception of parts and makes the parts as far as possible conform to whole.

If the whole figure is slightly irregular, these

irregularities are overlooked so that the remembered information is systematically organized.

According to gestalt psychologists the act of forcing the parts to conform to the whole is neither the voluntary act of the observer nor the high level perceptual process. ~~This effect is inherent in the very process of sense perception~~ ~~thus according to gestalt~~ ~~Ex.~~

#1. Figure as remembered happens to be the better figure than the one originally seen

#2. It becomes better and better with the passage of time

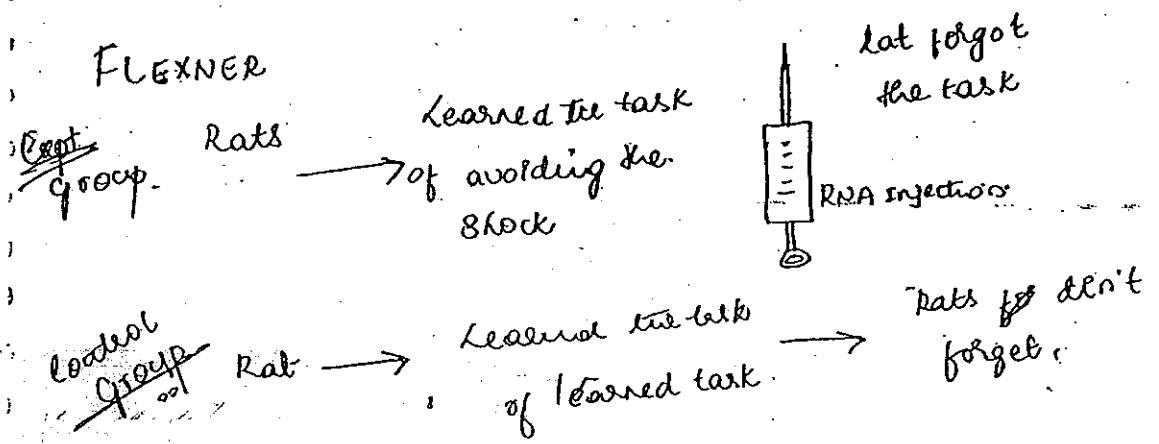
#3. A figure is never truly forgotten though it may merge with other remembered figures and no longer be identified with original perception.

CONFABULATION.
Gestalt concept
add our / fill
up gaps.

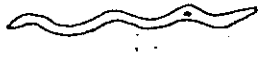
BIOCHEMICAL / BIOLOGICAL APPROACH.

At one point of time, it was thought that RNA or the protein molecules were responsible for encoding memory, this led to

famous transfer experiments of 1960's & 70's



McConnell,

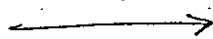
Experimental Group		learn task of avoiding light	→	cut into pieces.
Control Group		No learning	→	cut into pieces.

~~cut pieces were fed to new planaria & experiment was~~
conducted again

It was seen that experimental group performed better!

Second (step) case

RNA was extracted, planaria was not killed.
&
injected into new planaria.



Most of the current memory researchers believe that RNA is not the biochemical basis of memory. Contemporary researchers suggest that memory and learning involves anatomical changes and the synaptic connections. Evidence to support this hypothesis can be found in the study showing brain alterations as the function of the environment in which the organism has been raised.

Teyler & Serberna on the basis of their research found on the formation of LTM involves changes in the production or the release of specific neurotransmitters. Such changes increase with the ease with which neural impulses move in the brain.

ATM also involves changes in the actual structure of neurons. These changes strengthen the communication across synapses.

for ex It has been found that after every learning the shape of dendroids in the neuron may be altered and ~~this shift may facilitate the response to neurotransmitters~~ further dendroids may form additional branches and these changes increase the no. of receptor sites for specific neurotransmitters.

PROCESSES OF REMEMBERING

Encoding

Storage

Retrieval.

ENCODING

It is the process of receiving the sensory input and transforming it into the code in order to facilitate its storage. It can also be defined as formation of internal memory representation of a stimulus. Never ever the stimulus is encoded as it is. The more complex is the stimulus the greater is the likelihood of it being transformed during encoding. The mental representation that is formed during encoding is called as Engrams, memory codes.

and its characteristics are determined by particular type of encoding used by the person.

En-gram is the memory representation which is not the literal copy of the stimulus.

This implies that only certain features of the stimulus are represented in the memory.

Tulving said.....

"What is encoded determines what information is stored in the memory & what is stored in the memory determines what retrieval cues will become effective in retrieving that information. ~~that implies that for effective memory~~ performance, the memory representation established at the time of learning is one that is called for by the cues at the time of retrieval. The encoding process therefore involves the transformation of information into a form that can be ~~retrieved~~ retrieved. When a person intentionally tries to code info it is called explicit coding and when the encoding occurs without conscious intention it is called as incidental learning."



G. Bower, suggested four classes of stimulus encoding.

1. Stimulus selection.
2. Stimulus elaboration
3. Re-writing
4. Componential description

Stimulus selection

Acknowledges the fact that any stimulus is a complex collection of attributes. One would not permit us to encode all the info. It is also possible that memory overload is also a fact that may inhibit us in interpreting all the attributes in the given stimulus.

Therefore when we perceive a stimulus we try to look at those attributes which are striking and central and are encoded. In some cases we encode only a single attribute the good thing however is that we can identify the stimulus even with the help of single stimulus.

Stimulus Elaboration.

Elaboration is a process by which original information is processed and transformed into more meaningful and simple information. Substantial work on stimulus

elaboration has been done by Craik & Lockhart who highlighted this process in their LOPA.

Elaborative rehearsal they claim is the only way by which information can be permanently retained.

Elaborative rehearsal involves processing of inputs in a manner that they get integrated with already existing inputs. Elaboration is facilitated by the use of Mnemonics & Imagery.

Rewriting.

It refers to the transformation of a relatively larger amount of less meaningful information to the smaller amount of more meaningful information.

Componential Description.

This category explicitly acknowledged the view that an individual's memory for the given stimulus can be present in the form of the attributes features or properties of that stimulus.

Eg: If the word "STIMULUS" has to be remembered the attributes may include the info about the meaning of the word, length of the word, emotional

Value of the word, whether the word was heard or read etc., in this view memory representation is like a list of attributes, a different list for different items and a similar list for similar items. Human memory appears to be organised specially to preserve information about events and their attributes. To preserve this info we use various codes such as motor code, conceptual code etc. of these codes. One which is most frequently used is the symbolic code, [more specifically speaking the semantic codes] and it makes use of the language.

FACTORS INFLUENCING ENCODING.

Warm up Effect

Encoding can be facilitated through a form of procedure which allows the subject to become familiar with the type of material to be learned. Learning can be made easier by providing people with the outline and overview of the material to be remembered. This allows the subject to organise and place in context the material being learned.

Knowledge base

Greater is the subject's knowledge base regarding the topic to be remembered the easier it is for the subject to encode information. Wider knowledge base also ensures more stable association between TBM and the information already encoded and stored in our L.T.M.

Spacing effect.

Spaced learning facilitates encoding as it allows the learner to handle the problem of fatigue, boredom, frustration and 'interfering' associations.

Personal Relevance

The greater is the individual's ability to accord personal meaning to the information being encoded, the more elaborate is the encoding and easier it is to retrieve the material.

Organisation

Is the process by which the individual items are grouped together on the basis of the shared relationship. This relationship can be anything which is meaningful or distinctive to the person. Items therefore can be organized on the basis of their colour, shape, size, task, hardness etc. It takes place in L.T.M.

Chunking

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The process of chunking is one of the methods by which TBRM is organized into meaningful units. Organizational process like chunking enhance encoding by reducing the amount of material that needs to be processed and stored.

The process of organization starts in STM & gets completed in LTM.

There are 3 types of organizations,

Primary Organization

Based on physical, temporal, and spatial characteristics of TBRM.

Secondary Organization

It is based on semantic characteristics of the stimuli

Subjective Organization

It is provided by the learner personally when there is no organization inherent in the input.

learning — conditioning involving trial & error method
 can occur either through
 cognitive learning involving semantic

Conditioning

Stimulus generalization takes place

Emotionally intelligent person is one

whose organization ↑

maintains organization, balanced ~~the~~ even when his environment is full of stressors.

Balanced — Arousal state always Arousal is of moderate level.

Organization ↑

↑ with individuals
 cognitive maturity

↑ symbol
 manipulation.

There is a very thin

line b/w organization

done by a genius & a mad person.

organization by genius → equilibrium

Mad fellow → disequilibrium

Visionary person

↑ symbol manipulation.

changes current. cog. Organs¹⁷

If he need be

↑ efficient

Autistic one

Resistant to changes.

↓ efficient, rigid.

Bousfield, carried out an experiment to demonstrate the subjects organization of the information in their L.T.M.

In his experiments subjects were presented randomly

'60' word list containing 15 animal names, 15 vegetable names

15' name of boys and 15 different professions name.

When the surprise recall test it was found the subjects

Tended to organize the items according to their category membership

this is called as clustering and it shows the organisation in the memory attributable to conceptual relationship among the words in the list.

Tulving showed subjects try to impose a structure of organization of a list of words even when the words are ~~unrelated~~ to each other. ~~this subject imposed organisation becomes~~ evident when over a series of trials subject develops consistency in the order in which they recall the items.

Tulving referred to this as subjective organisation. findings such as clustering and subjective organisation indicate that people tend to organize information even when they are not asked to do so.

difficulties associated with encoding.

Attention lapse

Incomplete sensory processes

Our sensory processes are bombarded with information at the speed that is beyond their capacity to attend and recognize and as a result there is every likelihood that considerable amount of information goes unattended and unrecognized & therefore might fail to reach our S-T-M for further processing.

Weak stimulus intensity

Inadequate amount of physical energy in our environment makes encoding difficult.

Personal motivation.

Failure to encode the info and incorrect encoding of info may also occur even when physical energy is sufficient to provide for excellent perception because of what we are motivated to observe.

generally speaking we happen to distort the information. That happens to be called attitudinal. further more many times we may be motivated not to remember anything.

STORAGE

It refers to the process of putting the coded information into memory. Information processing approach to memory mentions about 3 memory stores;

1. Sensory memory store

It stores the information in its original form for a brief period of time. (1-5 seconds)

< Iconic (visual)
Echoic (auditory)

2. Short Term memory store

The info that is attended to and recognized goes to STM for further processing, and it can hold the Unrehearsed info for the maximum duration of 30 seconds

3. L.T.M

The information which is rehearsed reaches L.T.M which can hold unlimited amount of info for infinite period of time.

Retrieval

It is the process of getting access to the encoded and stored information. When target info is successfully reproduced, two possibilities may be distinguished.

1. Encoding specificity principle which asserts that ~~the reproduction of the information~~ is successful if the cue matches with the stored information.

2. The second possibility is termed as generation recognition approach which asserts that for the reproduction to be successful, it is not necessary that the cue matches with the stored info but rather what is needed is that the cue that is related to store information in some way.

According to this hypothesis two stages of retrieval can be distinguished

1. Generation

where in memory is activated

2. Recognition

where in it is (assumed) analysed that whether or not the segments of activated info, do in fact comprise of the target information.

The above mentioned retrieval possibilities have generally been regarded as exclusive alternatives. but recent studies have shown that retrieval at times can proceed along both the routes i.e. the direct route as mentioned by encoding specificity hypothesis and the indirect route as highlighted by generation recognition hypothesis.

Most of the contemporary Experts are of the opinion that these models do not function in an exclusive manner.

Factors influencing Retrieval :

State dependent learning & context effect

Recall is best & when conditions of learning and recall overlap

Elaborative rehearsal

Maintainance / Akbar-bisbal

Elaborative Akbar-bisbal

define

redefine

redefine with originality.

Relationship.

Ideal state of learner.

G. Bower is of the opinion that best learning occurs when the material to be learned matches with the induced mood, depressive information therefore is best learnt in sad mood and viceversa this is called as mood congruence effect.

Retrieval cues

Retrieval cues are the stimulus items that direct our search to the appropriate part of the L.T.M. the more distinctive and unique the retrieval cues are the easier it is to recall the information

Schema

These are the packets of information in our L.T.M. they are the memory representation of people

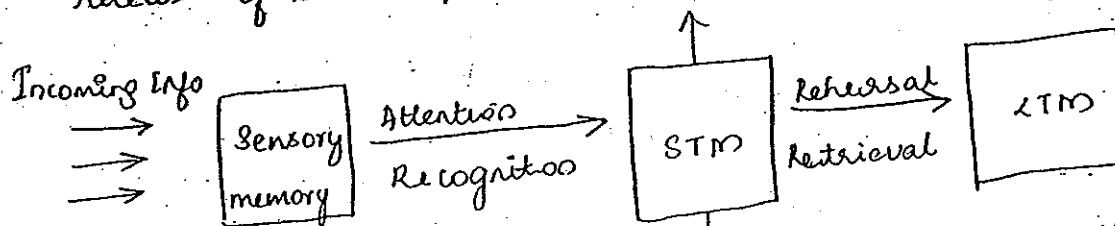
objects, situations and events acquired through experience schemas influence both what is encoded and what is retrieved.

Schemas establish expectations that result in selection of the gist or features of events stored in our memory. Schemas constructively guide the encoding of the event through the process of interpretation and integration and they reconstructively guide the retrieval process by helping us fabricate how the events might have originally happened.

Theories of Remembering

Information Processing Approach

Information processing approach introduced in 1956 by Newell, Shaw and Simon is based on the premise that human log system is similar to the digital computer, this approach has been applied to the study of memory by Atkinson & Shiffrin and they consider human memory systems as similar to digital computers and like computer human memory system also involves input presentation, processing of the input presented and the release of the output.



From the diagram it is clear that human memory system consists of two important entities

1. structural units, which refer to the three memory stores namely, SR, STM & LTM and

control process

2.

2. Control Processes.

Attention, Recognition, Rehearsal & Retrieval

The function of the stores is to hold information for different durations and the control processes guide what information will be transferred from one store to the other until it is permanently laid in our LTM.

Sensory register

Sensory receptors performing storage functions are called sensory register.

Stimuli arrive in sensory register in the form of physical energy. Information attended to and recognized is sent to STM for further processing.

Information not attended to or recognized is lost by the process of decay.

[We are not talking in terms of 'forgetting' because forgetting is in LTM. Over here it is mere loss of perception.]

Information held in sensory register is the exact replica of stimulus input.

2 sensory registers registered are → Sensory visual
→ Auditory

Visual (Iconic)

[can hold 1-16 items at a time]

Visual register has a residual sensory memory called as Iconic memory.

Echoic memory in Auditory register.
4-5 seconds.

SHORT TERM MEMORY

can hold 7 ± 2 items for a maximum duration of 30 seconds. though it's normally 15-20 sec.

~~Temporary form of memory and its capacity can be increased by the process of chunking.~~

Glaxner & Cunitz introduced us to the idea of

"serial position effect" for the free recall of the items from the list of items presented to the subjects. The implication was that recall of items from STM depends upon the serial position of the items in the list of items presented to the subject.

Found that, the items in the beginning of the list (initial few) and the last few items were recalled better than those in the middle.

Initial few items remembered better
Primacy effect ($\because$ memory goes to STM)

Last few items remembered better.
Recency effect ($\because$ recall from STM)

Better remembered

Provided,

It's a free recall &

Recall is from STM i.e. an immediate effect immediately after the list was presented.

Information in STM is lost by the process of STM.

"displacement" However, the items rehearsed go to STM for further processing.

Rehearsal is keeping the items of information at the centre of attention by going over them either silently or aloud.

Maintenance Rehearsal

mere rehearsal Akbar - birbal

Elaborative Rehearsal

rehearse & give meaning, define the relationship

Akbar → Birbal

Relationship?

→ Info is pushed to LTM.

→ To use the information from LTM it has to be retrieved from LTM and released via STM.

The information that comes from LTM to STM is put under the process of 'Exhaustive Scanning' where in the entire set of information retrieved has been examined even when searched item has been identified.

Then arises the fundamental question

Isnt this assumption / approach against

least energy consumption ? (energy conservation principle)

No. because, this is the necessary process that the individual should carry out. for no figure can be retrieved without background.

→ Evidence suggests that STM is often presented in the form of phonetic or echoic code, it is an inner voice and plays a vital role in the interpretation and production of the spoken language.

STM, doesnot reflect (accurately) just presented stimulation rather it represents a meaningful interpretation of what has just occurred.

LONG TERM MEMORY

Semantic memory

- # mental dictionary
- # stores information about the facts of the world

Semantic memories are held in schema

emphasis is on objective reality

∴ It is made up of experiences and the events around us.

Generalizations, abstractions etc play an important role in establishing semantic memory.

Episodic memory

They are our past remembrances of important things that have happened to us.

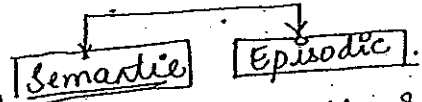
Episodic memories are laid with respect to spatio-temporal context. and because they are organized with respect to time and place of occurrence and represent events that have randomly happened. they are highly susceptible to forgetting and are less useful in drawing logical inferences.

Episodic memories refer to specific things that have happened to us at particular time and space since they are based on personal experiences they focus on subjective reality.

There is a two-way traffic b/w episodic &

Important

- # Unlimited capacity.
- # Unlimited time.
- # two substores.



network of meaningfully organized information.

consists of knowledge about what the words mean & How can they be used?

In creating the language.

& semantic memories.

Episodic memory $\xrightarrow{\quad}$ Semantic memory

Eg:

Pappu burnt his finger fiddling with switch.

"learned a lesson"

stored it in semantic memory (making sense of the episodic memory he had)

Pappu $\Rightarrow$ "I should be careful with switches."

however every episodic memory ^(experience) is not stored as in semantic memory.

semantic memories are resistant to forgetting compared to episodic memories
whereas episodic memories are not easily forgotten in some cases.

MODELS OF SEMANTIC MEMORY

Feature Comparison Model :

By

1. Smith
2. Shoben
3. Rips

Eg

child sees a 'Bird'
notices its features

stored:

like "Birds fly"

it takes time for the child
to come to terms with

the fact that

Kiwi & Auk are
also birds.

According to this model concepts are represented in memory in the terms of list of attributes or features. and there are two types of features,

1. Defining features

once the object must posess in order to be ~~considered~~ as an instance of a particular concept. Eg: Birds have beak

2. Characteristic features

the ones that are often posessed but need not have to be by the objects that are the examples of the concepts.

Eg: Birds can fly (not all can)

defining wheather or not certain item is an example of particular concept that the model proposes that people compare the features of items with the features stored in LTM for the concept, if there is very high correspondence or very limited overlap, decisions can be quickly made but on the contrary if there is a moderate overlap between the items and the concepts the decision making process slows down untill all the defining features are checked.

The problem with the model is that it fails with those concepts that lack defining features.

~~He~~

2. NETWORK MODEL

by, Collins & Quillian

Network model instead of assuming that knowledge is ~~assuming~~ ~~that~~ organized in terms of bundles of features ~~assumes~~ that information is stored in a network of interrelated nodes. The model is hierarchical because the properties are stored only at the highest level to which they apply.

3. Spread of Activation of Node Hypothesis.

Collins & Loftus

They have introduced a revised version of network model, this model abandons the strict hierarchical nature that the previous model proposed and instead it suggested that ~~they are~~ there could be the spread of activation between the nodes responsible for object identification.

Suppose a concept was mentioned then the node that represented that information would get activated and this activation could spread to other nodes.

The closer the two nodes are the greater is the likelihood that they would be activated, and once activated they would spread their activation to the nearby nodes and so forth. This spread of activation becomes weaker, the further it travels and it eventually ceases or stops. If a node is

activated it implies that the concept represented by it can be processed better than the unactivated node

The closer is the relationship between the two concepts the greater is the likelihood that if one node is activated other would also be activated.

According to this model it is organized on the basis of semantic relatedness & semantic distance.

~~Semantic relatedness~~ is determined by asking people how closely related the concepts are.

ENCODING, STORAGE & RETRIEVAL FROM LTM

Encoding & Storage :

- # Organizations
- # Constructive processes &
- # Role of Imagery.

Organization, refers to the process of organization of input on the basis of ~~input~~ shared characteristics.

Organization facilitates better encoding and storage of input. During the time of encoding certain changes are made in the input in order to facilitate its better storage, this is called as construction and it involves two processes.

1. sharpening
2. Levelling
3. Conventionalization.

In sharpening the attempt is to highlight or over emphasize.

those aspects of the input which seem to be of relevance and significance to the learner.

Encoding info selectively
↓ Construction
reconstruction
takes place while the
info is stored &
recalled.

Levelling, is a process where in the attempt is to eliminate the unwanted elements in the input. The learner removes those features of the input that carry potential to destroy or damage the ~~equilibrium~~ of your organization.

Levelling is done when
variance $\uparrow$

How is levelling & sharpening
are related to

! (Levelling & Sharpening)
Dissonance theory.

Conventionalization refers to the learners tendency to present some aspect of the input in the traditional form.

Role of Images

Images are the partial / altered representation of what we see in the world around us. studies using paired associate learning have demonstrated that the inputs that evoke concrete imagery at both stimulus and response positions are best remembered, this is followed by the items that generate it at the stimulus position the third best alternative are the items that generate imagery only in response position and least well remembered are those items which evoke no imagery at all.

when the input is being encoded and stored it becomes easier for the learner if the input is already organized but if not organized the learner has to provide his organization which is called as subjective organization.

the more is the subjective organization required the more complex the encoding and storage procedure becomes

Trakt of
absorption
RDya Koga
a.k.a.

Retrieval

Retrieval cue

State dependent learning & context effect

Reconstruction

Retrieval cues facilitate our search to the appropriate
~~part of the LTM store. for the successful retrieval to~~

occur it is essential that the retrieval cues should be
encoded as the information is being learned.
Many times the retrieval cues are inherent in the
stimulus itself and many other times subject is compelled
to provide retrieval cues all by himself.

The modification of the stored input to
facilitate better storage and recall is called as, "Reconstruc-
tion" like Construction, reconstruction involves two processes

Levelling

Sharpening

Convention.

Bartlett, did a pioneering work on construction &
reconstruction and through his study demonstrated that
subjects overtime remember only the gist of the
story further, he also observed that they
introduced their inventions into the story. and also
started making inferences from the gist.

Recall is also facilitated by the conditions of
learning and recall happen to overlap.

The greater is the overlap, better is the recall.

Empirical evidence in support of presence of two chambers of memory,

eg:

Brenda Milner — HM (patient)

(2)

Hippocampus

Lesions

anterograde amnesia

(1)

Primary CI

Reversal effect

(1)

(2) Evidence

(3)

(3)

superficial coding

STM has affinity for
phonetic items.
LTM has a preference
for semantic items.

Critical analysis of 2A Approach.

#. The multistore model
provided a systematic account
of structure and processes

involved in human memory. The notion that there are different
kinds of memory was firmly based on the evidence
that there are important differences among the memory
store; the multistore model however represented an
oversimplified account of human memory.

The assumption that there is a single short term and
long term store has been disproved. According to
multistore model the way in which information is
stored in LTM is through rehearsal in short term
store however what we find is that people devote
very little time to rehearsal even though they

are constantly storing info in LTM.

Baddley & Hitch have argued that the concept of STM should be replaced by the concept of working memory. Working memory represents an advance over STM in many ways. ~~It is involved in active processing and~~ as well as brief storage of info, ~~therefore it is~~ relevant to the activities like mental arithmetic and verbal reasoning and comprehension tasks as well as the traditional memory tasks.

Working memory views verbal rehearsal as an optional process that occurs within the phonological loop. This is more realistic explanation of verbal rehearsal than one given by multistore model.

Tulving improved upon Atkinson & Shiffrin's unitary conceptualization of LTM by suggesting the presence of two memory stores

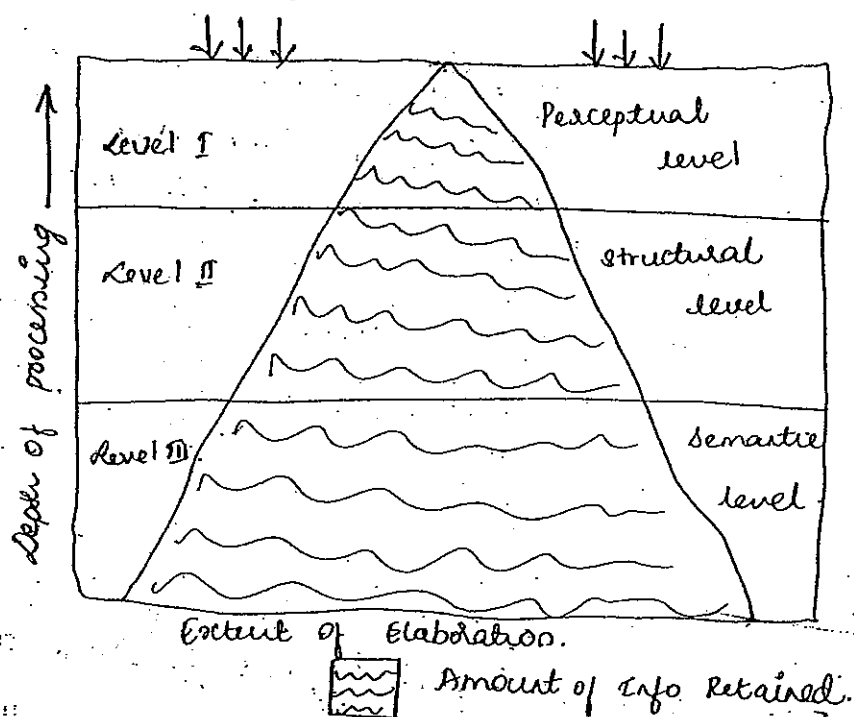
1. Semantic

2. Episodic.

Tulving later revised his position and suggested that episodic memory is probably the subset of semantic memory. In addition he acknowledge the existence of a third type of LTM called as the procedural memories which consists of learning that takes place incrementally, and is not available to conscious recollection. It typically involves learning to perform a new task or acquire a new skill, these abilities are difficult to acquire verbally and are best taught by having them demonstrated, and then practiced until mastered.

Some experts have come up with the concept of parallel distributed processing and therefore reject the idea that processing in brain occurs sequentially, in fact they suggest that information in brain is processed at several different locations simultaneously and not in step by step fashion as suggested by information processing approach.

Levels of Processing theory. (LOPA)



Craik & Lockhart

According to this approach incoming info is processed at different level of analysis and the deeper is the analysis superior is the memory.

LOPA abandons the idea of discrete storage systems and concentrates on different types of processes associated with different levels of attention.

it explains the fact of retention without proposing different memory systems.

LOPA is based on two assumptions,

memory task is the byproduct of perception & comprehension.

~~Retention~~ is directly related to the processing of the meaning.

LOPA visualises three levels of processing.

The first level which is the most superficial level is called as the perceptual level. When information is at this level the individual has mere awareness of the stimuli. When information is further rehearsed it is taken to somewhat deeper level which is the structural level where in the structure of input is analysed.

The structural level is followed by semantic level wherein the meaning of the input is analysed. Information can reach semantic level only through elaborative rehearsal and once it has reached the semantic level its permanent storage is facilitated. According to LOPA, there is only a single memory store and memory function is best thought of as being a continuum. Memory strength is the byproduct of the depth of encoding and the deeper is the level of processing the stimulus receives, more likely it is that lasting memory tracks of it will be formed.

When you give a personal touch to any input ↓

Goes to semantic memory easily.

Rehearsal is a mechanism through which memory is facilitated and it is of two types,

Maintenance Rehearsal - It does the function of maintaining info in memory and doesnot facilitate permanent retention of info.

~~Elaborative Rehearsal~~ It facilitates the permanent storage of info because it involves giving input the meaning.

The formation of meaningful associations takes time but once found these associations facilitate relatively permanent retention of info. in other words long-term retention of the info takes place.

Empirical evidence for LOPA.

1. Rogers Brewer & Kuiper.
Self Reference Effect.

They asked the subjects to make judgements about 40 adjectives in the terms of their physical appearance and echonitic features and their memory. Theref was however an additional condition, the subjects were required to decide how well some of these adjectives apply to them. When a surprise recall test was taken the best recall was for the words that is had been judged for personal descriptiveness this has been called as Self Reference effect and has been replicated many times. The better recall of the words was because of the greater processing they had recieved resulting in deeper level encoding.

Klein & Kihlstrom, ~~the~~ have provided evidence that subjects try to organize self reference words thinking about how the traits ~~for~~ the word represent might be interrelated. self reference effect works just as well if we make judgment about someone other than one self provided we know the person very well.

Matlin therefore has referred ~~it as~~ self or familiar person reference effect.

II. Slamecka & Gray - Generation Effect.

They found that the memories of the items that are self generated always happen to be better than the memories of items generated by others. In other words the subjects who did not generate rhyming associate of each pair performed poorly on a surprise recall test in comparison to those who had generated rhyming associate of the stimulus word presented to them on their own.

Explanation for better retention of the information encoded at the deepest level.

I. Elaboration Hypothesis. maintains that deep level processing leads to rich and complex encoding, richer is the encoding the better is the memory.

I. Distinctiveness Hypothesis. deeper level processing makes the items distinct from other memory traces and more distinct are the items the more likely it is that they will stand out and easier it would be to recall the items.

Limitations of LOPA

It cannot explain why forgetting occurs once the info has been processed to the desired level.

It doesn't lay down any rule expressing the extent of processing required for different tasks.

The theory states that mere repetition can only help to maintain the info and does not lead to permanent storage. In contrast, researches have shown that maintenance rehearsal can at times have a facilitatory effect and sometimes shallow processing produces better results than deeper level processing.

Ways to improve memory

- # Putting it altogether implies organizing and ordering the information in order to improve memory.
- # Learning the general concepts before moving to specific details.
- # Talk it out while trying to remember something. Try reciting the information aloud either verbatim or in your own words.
- # Make use of visual memory, encoding something visually and associating concepts with visual images always happens to be a better way of remembering them. This can include the remembering of flow charts, diagrams, outlines etc.
- # Active learning implies using more than one sense organ while learning the new info.

minimizing interferences. similar material should be read on different days and one last review of the material as close to the examination as possible.

spaced practice

making new associations. It facilitates both storage and retrieval of information. When learning something new and unfamiliar it is always better to pair it with something that we know very well.

engage in adequate rehearsal. Elaborative rehearsal facilitates encoding, storage and retrieval of the material being remembered.

visualize yourself teaching the material as it is a great technique of mastering the information.

Engage in transfer appropriate processing, this implies that the students should tailor their study methods according to the type of test that they are likely to receive.

Mnemonics

These are the methods for remembering info. that is otherwise very difficult to recall. These are specific aids or mental shortcuts. They are the internal strategy to facilitate better encoding storage & retrieval or T.B.R.M. The basic principle of mnemonics is to use as many functions of human brain as possible to code the information.

The three fundamental principles underlying the use of mnemonics are

Association

Imagination

Location.

Working together on these principles can generate powerful mnemonic systems.

Association is a method by which we link the thing to be remembered with the method of remembering it.

Imagination is used to create the links and association ~~needed to create the memory techniques~~. Imagination is the way in which we use our mind to create the links that are most meaningful for us.

Location It provides us with two things,

1. A coherent context into which information can be placed so that it hangs together.

2. A way of separating one mnemonic from another.

The type of mnemonics used must match with the learning style of the learner.

Learning style can be defined as learner's consistent and characteristic manner of processing what he sees and thinks about. The three main learning styles along which most learners can be classified are

1. Visual
2. Auditory
3. Kinesthetic.

Visual learners

rely most effectively to retain information which includes notes, diagrams and pictures. They are unhappy with the presentation where they are unable to take detailed notes. This is why some visual learners like to take notes even when they are provided with printed notes.

Visual learners tend to be more effective in written communication and symbol manipulation.

65% of the total learners belong to this category.

Auditory learners.

They relate more effectively to the spoken word they tend to listen to the lecture and take notes only afterwards or rely on printed notes after the info written down has a very little meaning for them until it has been heard. Auditory learners are generally sophisticated speakers and around 30% of the total learners are auditory learners.

Kinesthetic learner.

They learn effectively through touch and movement. They learn skills by emulation & practice. They appear to be slow in acquiring info if it is not presented in the style that suits their learning. These learners make up around 5% of the learner population.

Types of Mnemonics

Naive

Technical

They are the strategies that normal people use spontaneously. There is no need to have formal instruction in using them. Examples include chunking, rehearsal, highlighting, acronyms and acrostics.

Acronyms can be formed by using each first letter from each word or T.B.R.M. item to form a new word. This is particularly useful for remembering the information in a specified order.

Eg: SCUBA.

Self contained underwater breathing apparatus

although acronyms can be very useful memory aids they do have some disadvantages.

1. useful for rote memory & don't aid comprehension
2. they are difficult to form.

Acrostics

like acronyms in acrostics we make use of first letter of each word or T.B.R.M. we are trying but instead of making a new word we make use of letters to make a sentence like acronyms acrostics are simple to remember and are particularly helpful when we need to remember the words in a specific order. the disadvantage however is that it takes more thought to create them in comparison to acronyms and the requirement of remembering the whole new sentence can be more taxing than a single word.

Technical method.

They call for the person learning and remembering some technical information such as a coding scheme before being able to use them. these mnemonics are not spontaneously developed and call for some effort on the part of the learner before he is in a position to use them.

Link method

Most basic mnemonic technique and is easy to understand and use. It involves forming the mental images of the items to be remembered in such a way that it fits them together.

There is some evidence that more bizarre are the images the more helpful

these images are likely to be in remembering the info.
Learning investment in link method is very low and
effectiveness is just moderate.

Narrative method / story method

useful way to remember a list of words to
~~create a story that includes the words in an appropriate~~
order the narrative increases the meaningfulness of the
words and links them in a specific order. as this method
relies on the well remembering sequence of events in
the story it is obvious that if an image is missing
from the sequence or if an element is forgotten then all
the following images will be forgotten as well.

Method of loci. (location)

It involves taking an imaginary walk along the
familiar path where the images of the items to be
remembered are associated with certain locations

First step is to commit to the memory a series of loci
& places along a path. usually these loci are specific
locations in our home or neighbourhood. we then envision
each thing we want to remember in ^{each} one of these locations

we must try to form a distinctive and vivid images
when we need to remember the info we can imagine
ourselves walking along the path. the various loci on our
path serve as 'cue' for the retrieval of images and
information that have been formed in association
with them.

Key word method

is one in which we associate a concrete word with an abstract word and generate an image to represent a concrete word. a practical way manner in which this method proves to be useful is in helping us remember the names of ~~people we meet~~.

Mr. Garden → "Image of Garden"

Peg method

It helps to remember info in a way similar to the loc system but instead of using a series of locations as memory 'cues', a series of images corresponding to no. or letters is used.

1 is bun

2 is Fun.

META MEMORY

subset of metacognition — thinking that involves active control over thinking processes involved in learning situation.

"Thinking about thinking."

meta
memory

Context.

You can't direct the wheels, but can adjust sails.

Hereditiy can't be changed

Environment within my context can be changed for betterment. personality develop ↑

Performance = metacognition x cognition.
meta memory x memory.

Performance = Person x task x strategy.

Self-efficacy

Feedback ↑ efficacy

training @
early age
disadvantaged

Groups
metamemory &
metacognition
should be ↑

Flavell, referred metamemory to the person's GK & awareness about her/his memory processes as well as how exercises one's own memory abilities

Nelson & Naams, defined it as people's ability to know how likely they are able to remember something or how effective some strategy may be.

A basic memory capacity is fundamental to learn from experiences as individuals get older memory develops and they become more efficient at remembering.

they also become more aware of improving their memory and are increasingly able to reflect on the strategies they will use to remember. in other words they become more aware of their meta memory.

There are four broad aspects of metamemory of factual knowledge about memory tasks and processes. In other words, the knowledge about how memory works and about strategic behaviours related to memory.

Memory monitoring, awareness about how we typically use our memory as well as the awareness of our current state of our memory.

Memory self efficacy refers to the sense of how well we use our memory in demanding situations.

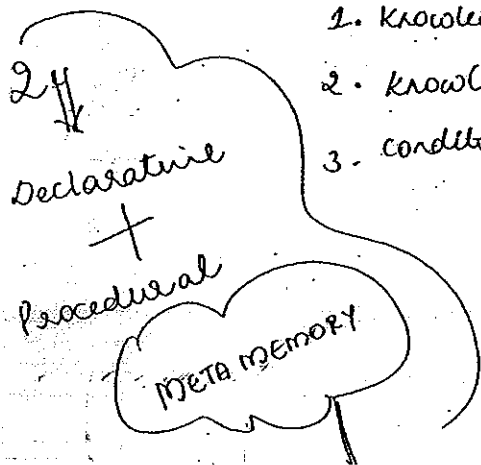
Memory related affect, Emotional state that may be related to and generated by memory demanding situations.

structural components of META MEMORY.

Declarative knowledge $\left\{ \begin{array}{l} \text{Semantic} \\ \text{Episodic} \end{array} \right\}$ included

Enables the person to evaluate the contents of his memory. declarative components include 3 distinct sub-components.

1. Knowledge of content & capacity
2. Knowledge of the task
3. conditional knowledge about optimum memory performance.



Procedural knowledge enables the person to monitor and regulate his memory performance. Procedural knowledge involves two sub-components

1. Control

2. Monitoring.

Development of meta memory.

Meta memory is assumed to play a significant

role in children's learning and memory performance.

It is now also thought to play some part in the decline of cognitive performance with age. Meta memory awareness is poor in children up till the age of 10. Younger children

find it difficult to monitor the contents of memory,

estimate the resources needed for the completion of a given task and therefore find it difficult to handle the challenges posed by the task.

Metamemory & Attention process ^{develops} from unfocused scanning to focused planning (scanning elaborate).

Must
gyan

Biological reason $\Rightarrow$ Development of myelin sheath is necessary for Attention.

Children younger than 10 years have poor self-regulation as they are unable to select appropriate strategy for the task and for monitoring their learning. Even among the adults sometimes metamemory awareness is poor leading to over confidence and the illusions of knowing.

Meta memory development is incremental and continuous. development appears to be linear in nature with the steady increase in metamemory awareness, control and monitoring from preschool to early puberty.

Research does not reveal significant jumps or breaks in metamemory ability thus suggesting a continuous development over a ten year period ranging from early childhood to adolescence. It is less clear whether metamemory awareness continues to develop in adults but most research indicates that awareness increases within specific domains as expertise develop.

Metamemorial knowledge is self constructed in nature through individual and interactive problem solving as well as explicit strategy instruction and monitoring training. One essential element of construction process is self generated and other generated feedback that increases the knowledge of contents of memory tasks. as well as individuals memory.

second essential element is modelling in which the individual has the opportunity to observe and emulate skilled model. The more one knows about ones memory the better one is able to regulate ones performance. Superior metamemory leads to better use of memory strategy which can be defined as purposeful and deliberate attempt by the individual to enhance memory performance.

Why absence of metamemory ↓ individuals knowledge
effects Education.

In the case of lessor individuals with learning disability
metamemory should be ↑

Deficit in metamemory

Production deficit.

It is a failure to spontaneously generate an appropriate memory strategy to handle the memory task. Production deficits are more common in young children as their metamemory is under developed and leads to poor performance.

A production deficit due to poor meta memory can also arise if the person simply does not realize that the memory strategy is needed. another way in which poor metamemory leads to poor production deficit is when the child realizes that the strategy is needed and fails to select one that is appropriate.

Mediation deficit.

It occurs when the individual does not make use of an appropriate memory strategy regardless of whether it is spontaneously produced by the subject or supplied by the expert.

Mediation deficit is responsible for some of the age related differences in memory performance. Not only children even older adults can experience memory failure because of their poor knowledge of meta memory & because of their inability to learn new strategies for better memorizing of T.B.R.M.

META MEMORY & Learning :

Meta memory influences our learning in many ways but specially with respect to effective use of limited cognitive resources, strategy used and Comprehension monitoring

meta memory can guide ~~students study decisions~~ children and adults often experience difficulty in learning because of cognitive overload. Research reveals that declarative and procedural knowledge enables the learner to use available resources more efficiently because they are better able to plan, sequence and monitor the learning task. Metamemory improves through flexible use of cognitive learning strategy; strategy instruction is effective for helping the students develop conditional knowledge that enables them to select most appropriate strategy and monitor its usefulness.

Meta memory also includes learning through better comprehension monitoring. Monitoring training helps the learner to monitor more successfully and thus improve their performance. Strategy instruction also improves monitoring.

Research suggests that children acquire and construct their metamemory knowledge in 3 ways

1. Hands on experience, that provides declarative knowledge about the task as well as the procedural knowledge about optimal performance.

through skilled model who provides detailed feedback specially conditional

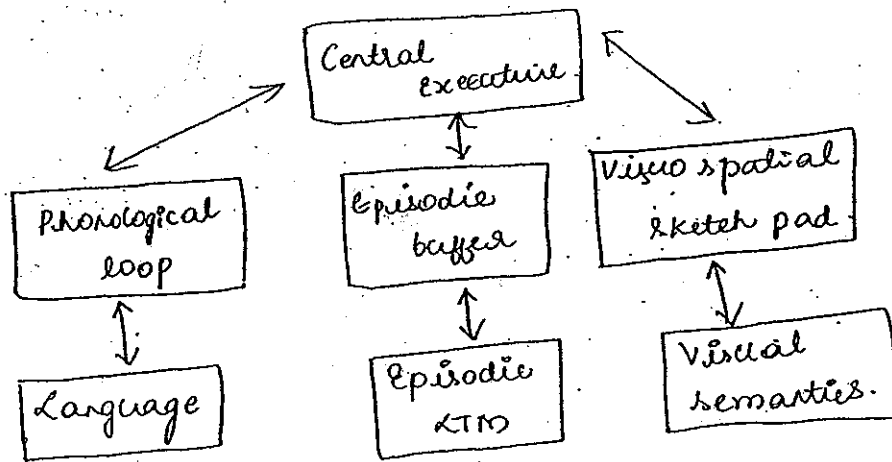
that enables the student to distinguish b/t Effective and less effective strategies

Through self reflection & group reflection in which students explicitly discuss the effectiveness of different strategies and the ways to improve their performance in future.

Brown & Palinsar have developed program

It involves teacher gradually handing the control of reading processes to the student in a small group format

The teacher first models effective strategies and then provides scaffolding as they attempt to do the same. Reviewing feedback from their peers regarding the strategies they deploy enables them to zero upon the most effective strategies for tackling out the task in question.



Why working memory?

STM model by Atkinson & Steffrin was inadequate
shift from Passive store to Active processing + storage.

"It can't be a monolithic entity, it must be a multi component entity."

Multi component approach is an integral component of multi store model theory. Explain.

Ans

→ Unitary — Atkinson & Shiffrin

→ multi model — Tulving

STM has preference for acoustic info

Central executive should be / does → controls & maintains.

→ modality free [acceptance of info from all the senses]

→ Bidirectional [flow of information]

→ function is to direct attentional resources.

Miller, Galanter and Pribram introduced the concept of working memory. first

But their contribution was sidelined, rather

Baddley & Hitch worked on this model and gave it a shape.

Initially it was a three component model, including phonological loop, central executive & visuo spatial sketch pad. later on, executive buffer was added to the model.

Central executive plays an important role in

Activating structures in STM.

Not much research done. limited knowledge.

Eg Schizophrenia
Alzheimers

have problem in directing his/her attention

Central executive not functioning well.

Evidence for central executive

Patients with frontal lobe damage:

Episodic Buffer

why is this needed?

Suppose phonological loop is full, occupied

still there are info coming in.

these should be something where is extra info is processed

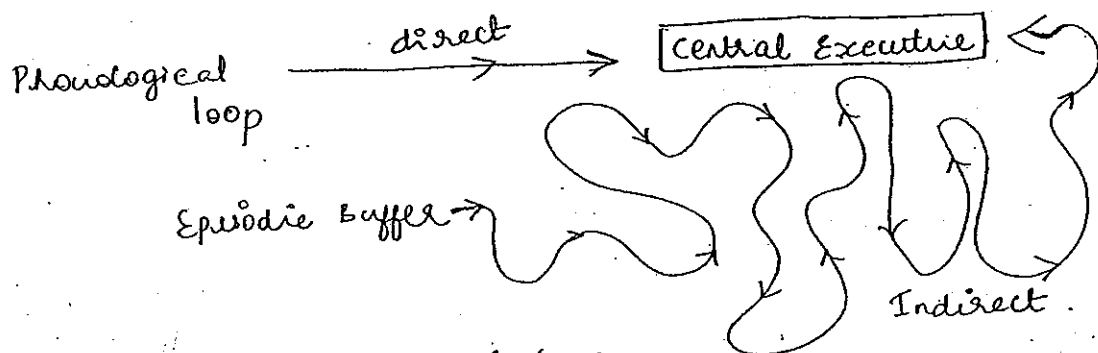
If all the channels full/engaged/blocked

there will a new channel, slightly indirect though.

then it's a

A Stop-Gap mechanism

Episodic Buffer will not be available when phonological loop is full. It has space / not full.



Listening to SPK cutting yourself from

all other distractors / sounds. ∴ [Phonological loop occupied]

A strange voice comes — is registered ∴ [episodic Buffer] attention paid.

[mainly for non-semantic, verbatim informations]
for processing secondary informations of the same kind as that of primary info.

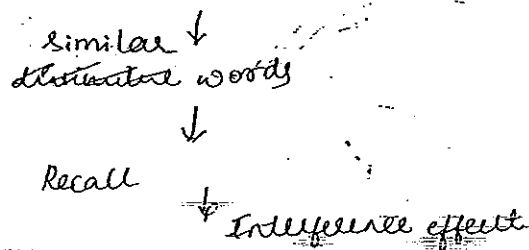
Episodic Buffer $\Rightarrow$ available for both $\left\{ \begin{array}{l} \text{Phonological loop} \\ \text{visuo-spatial sketches} \end{array} \right.$

But genuinely specialized in phono-loop.

Episode - Personal touch / experience is always involved.

What is the proof for phonological loop? / Articulatory loop.

1. Similar sounding words presented



Result: performance ↓. with similar words.

P. loop gets affected when more info of same kind presented at once.

2. Word length effect

Suppose if I have 2 sec time window.

2 sec window more shorter word
 less no. of longer words } can be registered.

But experimenter makes sure that

subject does not rehearse by engaging him in a
interference task & one of P. loop is prevented by

not providing auditory stimuli by visual stimuli / input.

Phonological coding — subject ^{has} but could not use / do.



Subject made to recall

performance was not affected ∴ subject used his

visuo-spatial sketch pad when phonological loop was not
available [not executive buffer ∴ it is the last resort]

word length effect has no influence on visuo-spatial sketch pad.

Evolutionarily significant it has impact

from evolutionary point of view.

Working memory can be described as a cognitive system that keeps task relevant information stored in a highly active state, so that it can be easily accessed, stored, evaluated and transformed in serving cognitive activities and behavior.

It is a system that facilitates wide range of activities such as reasoning, learning and comprehension. It has multi component character and its emphasis on combined processing and storage of info. Working memory maintains the distinction between STM & LTM but it fractionates STM into several parts.

AMNESIA.

Pathological loss of the ability to acquire or recall information.

Reasons : Organic — drugs, damage, injury.

Functional

Spontaneous.

Organic includes damage to brain through trauma, disease or use of certain drugs.

Functional includes amnesia caused due to Psychological reasons like defense mechanisms

Eg : Fugue.

Transient global Amnesia. (TGA)

Common among middle aged, elderly people particularly males

Lasts less than 24 hours.

Two types

Anterograde Amnesia

Retrograde amnesia

New events aren't transferred to
LTM.

Encoding failure.

Eg. H.M.'s case wherein Post
operation, no new memories
were established.

Memories prior to the operation
Intact, Intel normal
STM - ✓ LTV
transfer, encoding of new
info was not taking place.

Procedural memory, intact

Declarative memory (recollection of facts)
& Episodic memory ↓

Remote memory, intact

Reasons

Hippocampus & associated areas in T. lobe.
% of aging, operation, stroke, Aneurysm.
Hypoxia, Alzheimer's disease.

Korsakoff's syndrome

Memory loss due to
alcohol addiction
is where
anterograde amnesia
present
retrograde may also
occur

damage to basal
forebrain.

including
Thalamus, epithalamus
Hypothalamus &
metathalamus

Acetylcholine ↓

[∴ no new memories]

Retrieval failure,
disorder of failure of retrieval
of info / consolidation failure.

2 types temporary
& Permanent.

Prolonged use of ECT can
produce Permanent R. amnesia.

Researches are far & few
between compared to
Anterograde amnesia.

Eg: Duncan's expt on Rats.

Most of the times this is
accompanied by A. Amnesia.

Reasons

Hippocampus (different area
than the one responsible for
- Anterograde. amnesia).

biographical record, facts
declarative memory ↓

Procedural — intact.

[∴ organization least here].

2. Encephalon

Thalamus & associated area.

Researchers, studies have come a long way
with the advent of MRI, fMRI, CAT scan it has enabled us to
go for more detailed & comparative studies
because with the help of these technologies available

we can ~~compare~~

Patient with brain damage V8. Normal patient/person
to have detailed understanding.

Reliability of such findings ↑

Retrograde amnesia is a function of Temporal gradient?

Information earlier to Accident — intact.

" — " just prior to " — disturbed.

Representational knowledge can be studied neurocognitively
through studies on Amnesia? Elaborate.

Representational knowledge

Simple like, how amphibious are different from
mammals.

Where is tropin of cancer?

When initially studies were done only subjects available

were amnesia patients / brain damage.

so they were of interest to us

Now with the advent of Technology, studies are becoming
more sophisticated & precise.

Now evidences are available to prove that hippocampus

is the pathway of info from STM → LTM.

+ Presence of executive in LTM

Central

are known to us now.

since most of the informations are available stored in long term memory, whenever we want to study or research about representational knowledge and like we should study LTM.

~~Amnesia patients~~ give us hope in this regard.

Thanks to the studies done in this field

The notion that LTM solely responsible for ~~new~~ storage of info is ruled out with the working memory model coming in.

With the help of MRI, f-MRI, CAT scans we can prove these facts which were once hypotheses.

Concept of LTM is now replaced by working memory.

Now we can ~~see~~ are not handicapped anymore with the shortage of patients with brain damage. we can do it with normal individuals using MRIs and CAT scans.

Sensory Memory

Memory system that can hold large amount of info for a very short period of time is called sensory memory. It refers to initial momentary recording of info in our sensory system.

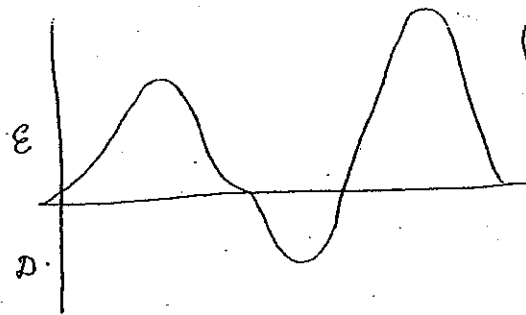
Sensory memory for visual system is called iconic memory. When sensation strikes our eye they linger briefly in our visual system.

This continuation of the image after the brief visual stimulus is iconic memory.

Iconic memory therefore refers to visual persistence of information as it is being interpreted ^{brief} by the visual system. therefore iconic memory gives us a second chance for processing the information, it also seems to fill in the blanks during the eye movement.

~~Echoic memory~~ is the same applied to the same phenomenon in auditory domain. ~~is in the brief~~ mental echo that persists after the info has been heard. similar systems are assumed to exist for other sensory systems as well.

Sensory memory typically functions outside of awareness and preserves info in its original form for a brief period of time. info in sensory memory is lost through the process of decay and the maintenance of sensory memory is not possible.



Excitement followed by retardation/depression.

You are able to attend to things even when you are not conscious of attending to it.

Information in sensory memory is the literal copy of the input and the information that is attended to and recognized goes to STM for further processing.

Indians are driven by Affective Reciprocity
↑ Emotions.

Sperling's Expt

Sperling developed a sampling procedure that reflected both large capacity and short duration of iconic memory. In his first experiment Sperling showed the participants a display of 12 letters randomly selected for 50 milliseconds

S P T

A C M O

A C D P

and asked them to report as many letters as they could. Participants were able to report on an average 4.5 letters, but Sperling's participants said that the test was frustrating because they were sure that they could see more than they could report.

Sperling hypothesized that the participants had an image of display that was visible and was useful immediately after the presentation of the stimulus but faded before all the letters can be reported. To test this idea Sperling conducted another expt, in second experiment Sperling again showed the participants a 12 letter display for 50 milliseconds.

Sperling started with the standard procedure or the total report procedure in which subjects were asked to report all the letters and the result was the same and the subjects reported 4.5 letters out of 12 letters presented.

For the partial report procedure participants were asked to report the letter in only one of the rows of display and the cue for which row must be reported was given after the

display had gone off. An auditory signal was used a high pitched tone directed the subjects to report the letters in the top row. a medium pitched tone was the cue for the subjects to report middle row and the low pitch tones directed the subjects in the bottom row.

~~If the participants truly had the image of the display~~
they should be able to read the 'faded' row from the image generated. even when letters were no longer physically present.

Speerling found that subjects could accurately recall the letters in each row most of the time, no matter which row was specified by the tone. this showed that all the letters were momentarily available in the sensory memory.

Echoic memory

It is the auditory version of sensory memory and refers to a phenomenon in which a brief mental echo continues to sound after an auditory stimulus has been heard. Echoic memory is thought to last for about 4-5 sec. However, provided the evidence that echoic memory is involved in auditory attention. Echoic memory can be expanded if it is repeated in phonological loop which rehearse verbal information in order to keep it in working memory and transfer it to LTM.

Echoic memory has been studied in patients with schizophrenia affects the brain regions which control echoic memory.

PERSONALITY.

1. Definition (10)
2. Trait & type approach (30)
3. Big 5 (20/30)
4. ~~Behaviourist~~ approach to personality (30)
5. Humanistic approach to personality (30)
6. Psychoanalytical approach (30).
7. Neo-Freudian " — # Sullivan (20)
Adler (20)
Horney (20).
Erickson (30).

8. SLAP (Bandura)

9. TBAP

10. RAT (Rotter's Approach)

11. Measurement of Personality. (30)

Projective Vs Personality Inventories. (20).
(Psychometric tests.)

Notion of self in different traditions.

Indian Vs western self.

'Personality' derivation ↓

Latin word 'Persona' meaning 'Mask'
worn by Greek & Roman actors to disguise from the audience

Definitions

Personality is how one appears to others.

Limitation ⇒ ~~mere appearance~~ is not enough
it could be covert also.

Allport, 'Dynamic organization within the individual of those psychophysical systems that determine his unique adjustments in his environment'

↓ Frustrated → Redefined ↓

Dynamic organization within the individual of those psychophysical system that determine his characteristic behaviour and thought.

Organization : Emphasizes the patterning of independent parts of personality structure each of which has a special relation to the 'whole'. Personality therefore is not just the sum of traits one added to another but rather different traits of personality patterns are held together and are influenced by central core called as the 'self'.

Dynamic : This implies that individuals carry the ability to adapt to the changing demands of their environment in other words their personality facilitates, their successful adaptation in their environment by enabling them to

display the behaviours that are in line with the requirements of their surroundings.

Psychophysical system

It consists of attitudes, habits, emotional states, sentiments and motives all of which are psychological but have their basis in the individual's neural glandular and general bodily states.

Determine

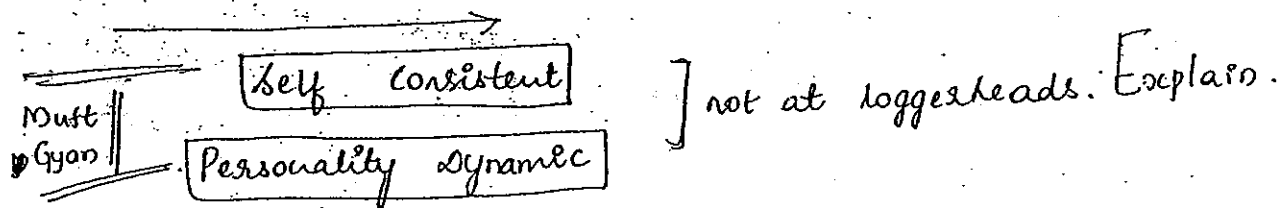
It emphasises the motivational role of the psychophysical system.

Characteristics

represents "distinctness" & "inherence" of a person's behaviour as an expression of the pattern of his particular psychophysical system.

Behaviour & thought

It is a blanket phrase to designate anything whatsoever an individual may do or what he does mainly to adjust in his environment.



self has to be consistent = otherwise dissonance will be caused which you can't handle.

how self consistent? proof

Our intentions, value system more or less permanent.

say being honest & other values we have.
Basic core of personality intact, consistent say an optimistic
person will remain optimistic.

With this consistent self one can express/allow
a variety of behaviours to be displayed; enabling the
individual to adapt himself in his environment.

Few behaviours remain the same across a wide variety of
situations, like being honest, being helpful etc.
which can be called as defining trait/factor of his
personality.

Personality has to be dynamic for it carries
the survival value to the individual concerned.
However the different variety of behaviours/traits
displayed will conflate to the basic/core value
system we have. (Integral component of self).

This cannot be disrupted/disturbed because
that is likely to cause dissonance, anxiety and
identity crisis in the individual.

So self — untouched — consistent.

80% of our self has been crystallised. Confusion
persists in the rest of affairs in life.

Incongruency → Congruent person.
becoming.

Character & Personality.

Character implies a moral standard and involves a judgement of value. Character is personality evaluated and the core of the character is conscience, which is the pattern of inhibitory conditioning that controls the person's behaviour ~~through~~ by making it conform through the socially approved pattern.

Personality & Individuality.

Individuality refers to 'uniqueness' of personality.

PSYCHOANALYTICAL THEORY OF PERSONALITY.

SIGMUND FREUD.

People who influenced Freud,

- # Charles Darwin → Natural selection
- # Jeremy Bentham → Hedonism
- # Walter Cannon → Homeostasis
- # Hermann Von Helmholtz → Conservation of Energy.
- # Breuer's 'Talking cure' → From where his psychoanalysis technique emerged.

'Anna O's case'.

Freud's Mentor!

Breuer.

- # Human beings are closed energy systems.
- # Human beings strive to achieve homeostasis.
- Human nature is Hedonistic. Sex & aggression being the basic impulse.

Freudian Psychoanalytical theory is an attempt to explain personality, motivation & psych disorders by focusing on the influence of early childhood experiences on unconscious motives and conflicts and on methods people use to cope with their sexual and aggressive urges.

Psychoanalytical theory of personality by Sigmund Freud.

- Eathexes
- Anticathexes
- Conflict between these 2
- Libido.

closed energy system.

Fixations ↑
↓ Energy.
constant pressure on
↓ Ego.
Anxiety.

Lesser the fixations better it is.

Investment of Libido on someone/something ⇒ cathexes.
specific objects.

'His' cathexes

'civil service' cathexes' etc.

OBJECT CATHEXES!

Sometimes it could be accomplished completely / half done
somehow time.

See in those who are driven by Id impulses.

Anticathexes forces are dominant in people with
Ego maturity.

1. Theory of Instincts.
2. structure of personality
3. levels of consciousness
4. Anxiety & Defense mechanism
5. ~~Psychosexual development~~ - stages

Fixation can happen @ any age

Every individual will have one or other fixation ← **FIXATION.**

Nobody can have "No Fixations!" ←

Most of the fixations occur in childhood below 5 years.

Some get an insight into their fixation some don't
one can work on his/her fixation,

→ with the help of a therapist - Freud

→ on his own - Neo Freudians.

we perceive the
world, the way it
fits into our
unconscious.

Instincts :

Freud defined instincts as internal, opposite sources of behaviour. These are the forces that take us towards our goal.

Instincts are rooted in the unconscious and

they largely govern our behaviour.

Instinctual drives are initiated when bodily needs motivate people to seek gratification so that body can return to its prior state of equilibrium.

Instincts have four characteristics.

1. They have a source in bodily deficit
2. They carry a the aim of gratification of need
3. They provide impetus that propels the person to act
4. There is an object through which instinct achieves its aim

Instincts are changeable as they can move from one object to another in their attempt to seek maximum gratification.

Freud insisted that instincts are not inherited pre-dispositions but rather refer to sources of stimulation in the body

The goal of the body is to reduce the stimulation caused through some behaviour.

Freud classified instincts into two types,

1. Life instincts [EROS]
2. Death instincts [THANATOS]

Life instincts are the productive urges within

eg: urge of precreation, gardening, painting.

Death instincts are the destructive urges/impulses.

eg: say boxing, WWF etc, urge to kill someone.

It is always a fine blend of life and death instinct in an individual, at times one of them dominates the other and gets an expression.

'Eros' happen to be responsible for our positive striving

'Eros' accounts for our creative and aesthetic behaviours. Eros facilitates self preservation and the

form of energy through which life instincts are maintained, is libido.

Freud initially limited libido to sex oriented activities but later insisted that it relates to anything that brings about pleasurable gratification.

Thanatos are responsible for destructive behaviour shown by the individual. The ultimate goal of life is death and the life instincts only work to delay that goal. Death instincts take us near this goal and help us achieve it.

Unconscious
+
Pre-conscious
=
Subconscious.

The force that guides death instinct is called as *mortido*, which works in opposition to libido.

The major derivation of death instinct is aggression which when directed against/on oneself may culminate in suicide and when directed outwards may culminate in

"Homicide/murder"

According to Freud instincts are an "alloy" what kind of behaviour a person would demonstrate at a particular moment in time is contingent upon which instinct has an "upper hand."

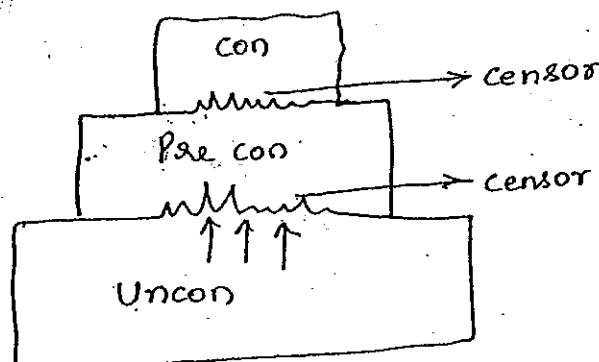
Levels of CONSCIOUSNESS.

Unconscious, refers to something that is not available to conscious mind and. According to Freud, the existence of unconscious can be proved only indirectly through 'paradoxes' (slip of tongue + slip of pen).

(Freudian slip)

Dreams are the rich source of the unconscious material. Unconscious process often enters into consciousness only in a disguised or distorted form. They must be disguised in order to slip past the censor guarding the passage from the unconscious to pre-conscious. The task of the censor is to block undesirable and anxiety producing memories from reaching our awareness. Sexual and aggressive urges often become unconscious through repression.

Repression is the process of forcing of unwanted anxiety ridden impulses into the unconscious mind in order to defend the person against the pain of that anxiety. Once repressed the unconscious impulses may reappear in the conscious only after some transformation. Instincts in the unconscious constantly strive to become conscious and many of them succeed though not in their original form.



Random nerve connections get corrected during sleep.

REM sleep $\Rightarrow$ for cognitive development to take place

One needs a variety of stimulation.

REM sleep provides that
the evolutionary explanation.

Pre-conscious contains all those mental elements which are not conscious but can be brought to conscious mind with some effort. The content of preconscious mind comes from two sources.

1. conscious perception

~~Unconscious~~

Conscious mind is assumed to play a relatively minor role in personality development and behaviour manifestation as per the psychoanalytical theory of Freud.

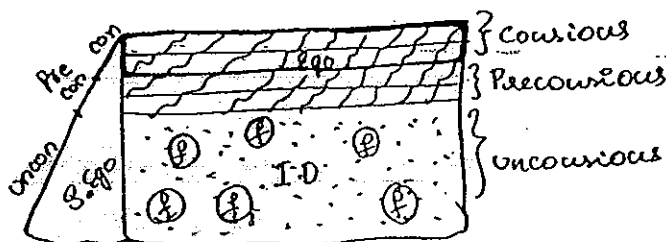
It can be defined as mental awareness elements in awareness at any given point of time. It is only level of mental life that is available to us.

Ideas can reach conscious from two different directions.

1. Perceptual conscious system which is turned towards the outer world and acts as a medium for the perception of external stimuli.

2. The second source, is from within the mental structure. These are unwelcome guests from the unconscious which have eluded the censorship.

A psychologically healthy individual is more conscious of his feelings and the various motivations behind his behaviour.



Latency stage (6- puberty)

The individual does not show sexual tensions associated with other stages and his sexual development is assumed to be at a stand still. This stage is marked by the display of social behaviour, the sexual instinct is present but has been sublimated and therefore it shows itself in socio-cultural accomplishments such as development of friendship, school performance etc.

Genital stage : (13+)

With the advent of puberty the sexual tension increases dramatically the reproductive organs attain maturity and both the sexes become capable of procreation. In the earlier stages the sexual instinct had autoerotic orientation but in this stage the aim is to mate with the appropriate sex object. The kind of heterosexual adjustment one demonstrates depends upon the amount of libidinal energy available. How successfully a person adjusts in his love and work life depends upon what kind of fixation he has had. If there had been fewer fixations there is more energy available with him and he will adjust better.

Critical evolution of Freud :

1. Great Heuristic impact. (large no. of followers)
2. Very comprehensive theory that could account for wide variety of behaviours.
3. Freud was the first person to highlight the importance of unconscious factors in the development of personality and manifestation of behaviour.
4. He was one of the first person to introduce Energy concept into his theory of Personality & motivation.

- was the
5. He post one to propose the concept of defense mechanisms. and how it helps to control anxiety

⇒ Limitations :

- # male biased
- # ~~conscious~~ factors in dev of personality & behv has been given tip of the ice berg status.
- # Theory is based on pessimistic view of human nature as to consider human beings are bundle of sexual and aggressive urges.
- # The theory cannot explain the behaviours that are influenced by non-conflictful factors.
- # Over emphasis on childhood experiences and their role in shaping of adult personality.
- # The theory neglects the role of current life factors and as well as future expectancies in the shaping of the behaviour.
- # The theory is not parsimonious [has a explanation for every ^{behv}]
- # and is full of concepts that are not available to empirical variation
- # Reliance on data can study implied that causal inferences at best were speculative in nature. further as the theory developed from the info gathered from the study of subjects with psychological disorder, a question has always been raised as to how valid it is to generalize the findings obtained from the study of abnormal indiv to normal population.

Having been derived from 'Id' ego works in opposition to id. goals of 'Id' & ego happens to be two different things, It is true with super ego as well.

PSYCHO ANALYTICAL PSYCHO THERAPY :

Sources of maladjustments & the goal/objective.

~~Intervention techniques.~~

Critical analysis & contemporary trends.

Sources of maladjustment.

Weak ego control
strong id impulses

⇒ Persistence &/or
Intense anxiety

Goal :
Ego maturity.

How (does) Ego maturity ?

Intellectual & emotional insight into the nature of impulses.

Freudian psychotherapy is based on the principle of homeostasis, which calls for addressal of fixations acquired during the childhood years, elaborate?

Must gyan

fixation represents — unresolved conflicts

once they are resolved ⇒ equilibrium.

Homeostasis indicates ↓ unresolved conflicts
↓ fixations.

liberated from fixation ⇒ equilibrium

↓
ego maturity achieved.

Complete resolution of conflicts cannot be achieved.

Homostasis is a function of appropriate locomotion

Explain?

Energy will be liberated $\Rightarrow$ when the goal set is achieved.

Brings tension, anxiety, conflicts down $\downarrow$

If it is not achieved in reality, the natural tendency

is to ~~achieve it in imagination~~ (should not be abnormal) $\rightarrow$ overdone.

Locomotion refers to 'movement in correct direction'

If such imagination, overdone $\Rightarrow$ abnormality.

'Id' impulses are appropriately sublimated and converted into socially acceptable behaviours which are acceptable.

Techniques:

1. ~~Free Association~~ :

Therapist acts as an investigator,
with the help of the therapist, patient
tries to get an insight into the nature
of repressed feelings.

Therapist acts as a blank slate on whom patient discharge
his pent up feelings and emotions that he had developed
in past in relation with significant others.

Bedrocks of Freudian psychotherapy :

Free association :

Let our thoughts flow free without censorship

Patients express whatever comes to their mind regardless
of how irrelevant or painful it may seem to be.

Free association
dream interpretation
Analysis of resistances
Analysis of transferences
 $\downarrow$
Working through insight
& termination.

not much of rapport building takes place here because
Freudian therapy is based on "Therapeutic Neutrality"

Dream Interpretation :

"Dreams are the Royal Roads to the Unconscious mind"

~~Repressed impulses are ready to find an outlet in the dreams.~~ - Freud.
but these impulses are released only after they have been
transformed, i.e put into a symbol framework that is
socially acceptable.

Dreams therefore are made up of 2 types of content.

Latent content

Manifest content. Dreams as it appears to the dreamer.

Latent content refers to the disguised feelings or impulses
that are seeking expression. The process of converting
latent into manifest content is called "Dream work"

The task of the therapist is to reverse the process of
dreamwork.

Dream interpretation is difficult because,

Dreams are partially reported.

Dreams are often distorted.

Symbols have highly personal meaning.

A skilled therapist however can overcome these challenges.

Analysis of Resistances :

It is the unwillingness on the part of the
individual to relate certain thoughts feelings and
experiences. eg resistances can be demonstrated in various
ways such as forgetting an appointment altogether &
coming late to an appointment etc.

since resistances prevent painful and threatening materials from entering awareness they need to be broken down. and a skilled therapist can do this by explaining to the patient as to why he is rejecting an explanation. or by interpreting the repressed feelings in a manner where it is easier for the patient to accept it.

Analysis of Transferences :

As the patient and the therapist interact the relationship b/t them may become complex and emotionally involved. often the patient carries over and applies to the therapist the feelings and attitudes that he has developed as a relation with significant others in his past.

Thus transference allows the patient to work through his conflicts that have been the result of undesirable and/or painful relationships, in his initial years of life.

During the therapy there is a chance that the therapist may also have a mixture of feelings towards the patient and this is called as counter transference and it must be prevented as it hampers the effective analysis. the last stages of the therapy are reached when the patient develops an insight into the sources of his anxiety.. Intellectual insight is not enough the patient must also recapture the feelings that went with the conflict.

When deeply buried conflicts and emotions come to the surface in the form of the emotional outbursts, the therapist welcomes them.

Working through the conflict the patient realizes that there was no need to repress them.

Upon the completion of the process of releasing the repressed impulses the transference is resolved and normal doctor patient relationship is re-established.

Critical Analysis (आलोचनात्मक सिद्धांत की Theory की)

The therapy is based on the psychoanalytical theory which happens to be full of loosely defined concepts whose empirical validity is difficult to establish.

Therapy is effective in the treatment of only mild-emotional disorders. (as the therapy is)

As the therapy is based on the concept of psychic determinism it happens to deny the patients the freedom of any "lay" the treatment.

The therapy is elitist by its very nature and therefore seems to exclude from its framework a large no. of patients.

Only financially secure patients can afford PPT. and since it is a highly verbal enterprise only educated individuals can benefit from it.

Almost all psychoanalytical theorists admit that successful therapy depends upon the attainment of insight but the crucial question is "Insight into what?" The patients develop insight but their therapists' responses thus makes the central mechanism of PPT look less like insight but more a form of persuasion in which the patients are won over by the therapists' belief system.

Current Trends

Freudian Psychoanalysis involves several hour-long sessions each week often lasting over the course of several years. because psychoanalysis requires substantial time, money and expertise and also self exploration.

It is available to only those people ~~as who are~~ financially secure introspective and relatively well functioning.

In many respects it can be considered as a process of self understanding ^{rather} than a procedure for the treatment of ^{rather} mental disorders.

Though it is still practiced its popularity has declined and a no. of revisionist approaches have come up which are psychodynamic rather than psychoanalytical.

PSYCHODYNAMIC PSYCHOTHERAPY.

Psychotherapists are often engaged in a more ^{so} directed (dynamic)

therapeutic process. that is less time consuming and more compact. The development of ego analysis has been the most important innovation. Psychodynamic psychotherapists are more actively involved with their clients they are more ready to direct their patients recollections on current life circumstances and they are more human in conducting therapy. (personal). (touch).

focus is on 'Ego' i.e., ego is independent of 'id'.

Short term Psychodynamic Psychotherapy.

Is a form of treatment that uses many aspects of psychoanalytical technique such as therapeutic neutrality and transference. STPDPT however focuses on a particular issue rather than free recall and is limited to 25 sessions or less and like PPT, it is useful in the treatment of only mild disorders.

Socio-cultural approach.

two theorists — # Horney
Adler.

Behaviourists: (social learning)
Watson → Donald & Miller
Skinner (social cognitive)
(S-R) Bandura
Roth. } [represents a detachment from behaviourism]
(S-O-R) } Roots in Behaviourism not in Psychoanalysis.

discounted the importance of social life.

studied animals & generalized the findings to human beings.

Experimental orientation, empirical.

Psychoanalytical

socio-cultural

Limitations of ↑ focus on sex & Aggression.

ID ⇒ ↑ importance and is treated as dependent on Ego efficiency.

Everything was considered to be a result of 'Id' impulse.

Non empirical ⇒ only case study methods

to overcome these limitations, socio cultural theories emerged.
⇒ Over here,

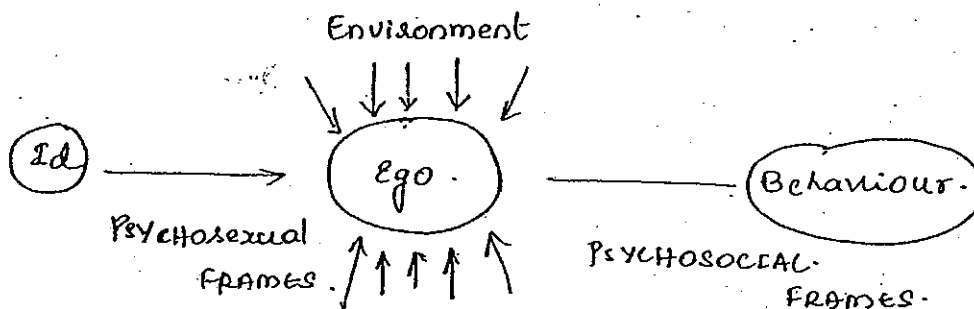
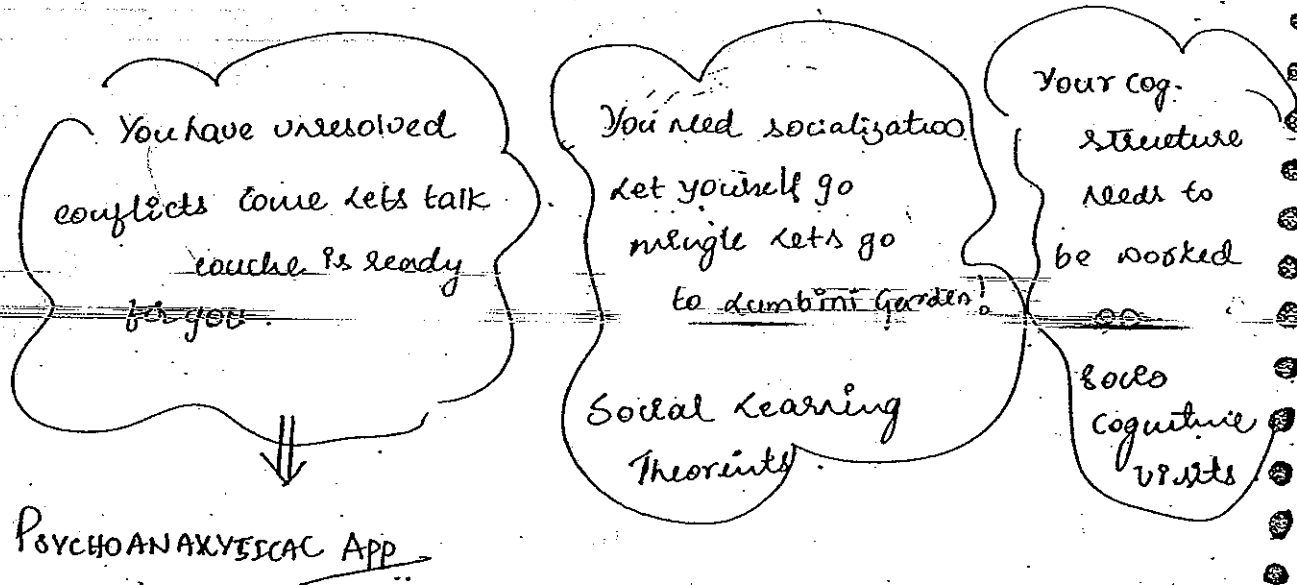
"Instinctual" focus is shifted to cultural focus.

different from the contemporary cultural approach in U.S.

socio-cultural has its roots in psychoanalytical theory.

Limitations of Psychoanalytical theory

Person 'X' with depression



CRP's have nothing to do with Freudians. still we speak of developmental stages etc.

Must Gyan

In Psychoanalytical theory. Why?

Selfish self.

Freud speaks about these things in the context that, he says the concepts like Ego he like in his theory are universal. (Biological explanation for everything)

as for eg: see a boy in Uganda & a boy in India, both can have Electra complex.

thus his concepts have universality.

everyone will go through these psychosocial development

stages, irrespective of the culture he belongs to!

Instincts have a common pattern across the world.

Sociocultural app.

Malinowski - Trobriand Islanders

Margaret Mead - sex & temperament in 3 primitive societies.

"culture plays an important role in the personality development of people in simple societies."

There is no universal human nature based on instincts alone.

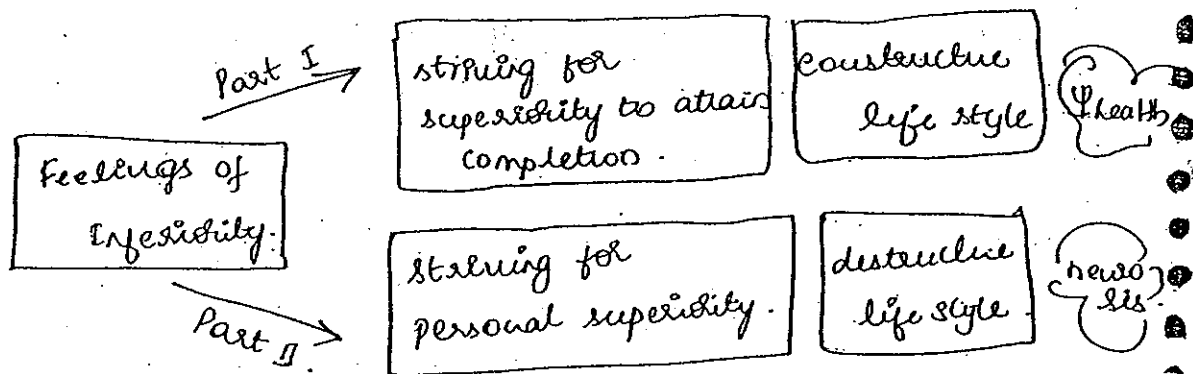
People in different societies find different solutions to their recurrent problems faced by them.

ADLER'S THEORY OF INDIVIDUAL Ψ

Individual Ψ is a science that attempts to understand the experience and behaviour of each person as an organised entity. According to Adler human behaviour is determined by social forces, our actions are guided by our fundamental attitude towards life and the understanding of human personality is possible only in the light of understanding the person's goals.

In contrast to determinist position of Freud, Adler took teleological position that states that our current behaviour is guided by our future goals. People have purpose in life to attain perfection and are motivated to strive towards the attainment of this ideal. Thus movement towards perfection is driven by the feelings of inferiority.

In other words a continual struggle from '-' to '+'.
 We are therefore all engaged in "Great upward drive".
 Adler is of the opinion that people strive for
 imagined goals that give direction to their behaviour.
 He used the term Fictional. Finalism & it though
 he ~~replaced it with the term Guiding self ideal~~.
 The ultimate goal of life is superiority and it guides
 the individual either along constructive or
 destructive path.



The destructive path leads the individuals to dominate
 and exploit others. that is strive for personal superiority.
 the others are seen as enemies, which must be removed.
 Neurotic strives for such mistaken goal. the constructive
 path leads people to relate to others with cooperation
 and good will. the striving for superiority by healthy people
 involves movement towards perfection & completion.
 the development of healthy and unhealthy goals is shaped
 to a considerable extent by the experiences in first
five years of life.

We are born with the potential for the
 "social feeling" which comes into fruition only
 with proper guidance & training.

Adler called it as social interest and defined it as individual helping the society to attain the goal of a perfect society. Human beings are social creatures by nature and are borned with an innate g^overn^o social interest that causes them subordinate their private gain to public welfare.

People high in social interest are more attentive, trust worthy, socially adjusted, less depressed have emotional closeness with friends etc. than people with lower social interest.

According to Adler it is not the deficiency per se that produces a neurosis but in fact it is the person's attitude towards it. Individual is free to interpret the deficiency in many ways. and inferiority feelings might be constructive & destructive. and the destructive orientation may manifest itself in over compensation. i.e. an individual may develop an exaggerated sense of superiority.

Adler believed that experiences in first 5 years shape our life i.e. life plan & the unique ways in which style of people perceive their goals. These styles emerge as a reaction to our experiences and once established is difficult to modify.

Style of life is shaped by experiences in family and with significant others. Because Adler was dissatisfied with the idea that individual can acquire unique behaviour strictly through 3-2 learning he introduced the concept of 'creative self'

It implies that people can create their own personalities by actively constructing them out of their experiences and heredities. People are responsible for their destinies.

Personality Development

In order to function in a socially healthy way everyone must face and solve ~~their~~ basic problems of life namely, # the problem of society /communal life.

Problem of work life

Problem of love life.

Problem of communal life, Adler thought that to be fully human, we must affirm our fundamental connection to others and we should try to build as many constructive and harmonious relationships as we can. and we journey through life. ('giving' than 'getting').

work life, According to Adler work is necessary if the society is to function properly and prosper and therefore all of us must take responsibility for our actions and contribute to the society through our work.

love life, the problem of love, according to Adler demands that we treat our loved ones with respect and dignity. mature love, according to Adler involves co-operation and trust between the partners. and the treatment of one another as equals.

Adler believed that both parents play a crucial role in helping their children solve their problems.

Parents influence their children's style of life and the goals they set. Mother is particularly important as she is usually the person to have extended intimate contact with the child. She introduces the child to the social life. If she loves the child she is likely to teach the child the skills necessary to secure his welfare.

~~If she is dissatisfied with her own state~~ she may be preoccupied with trying to prove her personal superiority by showing to the others that her child is intelligent and good looking than other children. Most children react adversely to such behaviour.

For the father, the primary task is to prove that he is worthwhile human being by contributing to the welfare of his wife, children and society. He must treat his wife as an equal and both parents must act as constructive role models for their children.

Compare the concept of self given by
Roger El Adler — contrast.
(Humanistic vs socio cultural)

Birth Order !

say

Because of the charged gender stereotypes / role there is value confusion.

Adler believed that each child is treated uniquely by his parents and this special treatment to large extent is related to the child's birth order within the family.

The eldest child tends to be the centre of attention before the birth of the other siblings and he witnesses the feeling of traumatic dethronement following the arrival of the other children in the family and may develop a feeling of hostility towards the younger siblings & his anxiety and insecurity is not properly addressed. This insecurity might eventually lead to the individual becoming a parent or a criminal, however if the parents adequately prepare the eldest child he is likely to develop a supportive attitude towards his younger siblings.

The eldest child according to Adler, understands the importance of power and authority the most because he persistently fears its loss. The second born child is generally more ambitious and constantly strives to surpass the first born one but is usually the best adjusted one. The

The youngest child in the family is likely to be the most pampered one, excessively dependent and prone to temperamental behaviour.

The only child is likely to be one who is prone to self-obsession, he creates the world of his own in his imagination and lives in it.

Critical evaluation of Adler :

Adler's theory produced big heuristic impact but its empirical basis, not very strong, its concepts are global in nature but are poorly defined. His theory has good practical value, as it puts its application in large no. of areas ranging from psychotherapy to education.

HORNEY.

Basic anxiety

(helplessness)

manifestation

(3 ways).

1. moving against (domination)
2. moving towards (supplication/sublimation)
3. moving away (detachment).

A balanced person exhibits all the three coping styles. Otherwise one kind of manifestation dominates the other and that personality is eq gets an expression

eg: Detachment — moving away
Detached personality type

Her theory developed a reaction against psychoanalytical theory of Sigmund Freud which had male bias. Father concern over anxiety and interpersonal relationships provided the primary motivation for personality development. Horney's central concept is basic anxiety which refers to a feeling a child has of being isolated and helpless in a potentially hostile world. Lack of real guidance, too much of admiration by parents and significant others & the erratic behaviour by the parents can produce basic anxiety.

basic anxiety experienced by the child produces basic hostility, which in turn results in conflict because expression of this hostility is likely to threaten the reception of parents' love. Thus according to Horney basic anxiety isn't innate but in fact the result of social forces.

Instead of accepting ~~freedom~~ ~~instincts~~ as motivating forces.

Horney focused on child's interaction with its caregivers as an important factor of child's personality. She denied universal developmental phases (Psychosexual stages of development) and insisted that nothing in child's development was universal and everything depends upon socio-cultural factors. The socially induced anxiety which Horney called as basic anxiety compels the child to develop behavioural strategies in order to cope up with the feelings of insecurities and helplessness that results from this anxiety.

When these strategies become a fixed part of one's personality they are called as neurotic trends and Horney identified 3 neurotic trends.

1. moving towards, this results in compliant personality type. Such individuals have a neurotic need for affection and approval, and for a partner to control their lives, and for a life contained within restricted borders. Such individuals have a high order need to be loved, protected and guided by others and therefore to meet these needs they tend to be overly submissive and self-effacing.

They tend to devalue their own talent in order to live up to the expectations of others.

2. moving against,

Individual tend to be aggressive type personality. They have neurotic need for power, social recognition, prestige, personal admiration and achievement. They believe that people around them are ~~entirely~~ ~~working~~ and carry a desire to dominate them.

3. moving away.

leads to detached personality, they have indiscriminate needs for self sufficiency and perfection. detached type individuals shroud themselves in secrecy and are reluctant to divulge even the most trivial details of their lives.

These 3 basic trends are not mutually exclusive and each individual has the shades / reflections of all three. In neurotic individual however one trend predominates and the gratification of associated need is pursued reluctantly and other two trends and their associated needs are repressed. Although repressed these needs continue to exist and since they are not gratified the person finds himself in emotional turmoil. In well adjusted individuals there is flexible use of each one of these 3 behavioural strategies and as a result of that inner harmony is present and they are able to meet their environmental challenges effectively.

Horney's Critic of Freud

She agreed with Freud that adult personality structure and functions are considerably influenced by childhood experiences and their unconscious processes play an important role in the formation of character and that the use of defense mechanism is an inevitable outgrowth of people's attempt to cope with inner conflict and anxiety and the removal of this conflict is essential for adequate and effective functioning. But she disagreed with Freud on the idea that sexual and aggressive are more important than the environment in shaping the individual's personality and that the important experiences in the formation of character are primarily sexual in nature.

She also rejected Freud's idea that negative experiences of childhood will result in an adult personality and that people doomed to repeat compulsively the ways of behaving learned in childhood.

Despite acknowledging the role of childhood experiences she insisted that the negative childhood experiences can be corrected by an individual in adulthood through his own effort. She rejected Freudian idea of oedipal complex, and libido, three fold structure of personality - Psychosexual stages of development and 'Penis Envy'.

HORNEY'S HUMANISTIC VIEW OF DEVELOPMENT.

Horney is of the opinion that unique socio-cultural experiences of childhood happen to be crucial in determining adult personality and harsh & arbitrary treatment of children by their parents lays the foundation for ~~neurotic~~ ~~healthy~~ development is based on warm, safe, supportive, and respectful treatment by ~~all~~ parents.

Everyone is special and has unique set of potential that would flourish under wise parental guidance. This intrinsic potentiality was what Horney called as Real self. Unfavourable environmental conditions impair the realistic confidence of people and forces them to evolve defences such individuals create an idealised image of themselves and try try to actualize the idealised self by striving for success and perfection. and when they fail it leads them to abnormality.

Critical analysis :

Her theorizing about human growth and self realization makes her an important contributor to humanistic P.

Her work has high sensitive value.

Her theory had a big impact on the work of cognitive P and particularly in the development of RET (Rational Emotive Therapy).

-ve

Concepts are abstract and not properly defined. Study is limited in comprehensiveness as the focus is on abnormal than normal.

Sullivan's INTER-PERSONAL THEORY.

Dynamisms developed through interpersonal
communications

↓
governs our interactions with people around.

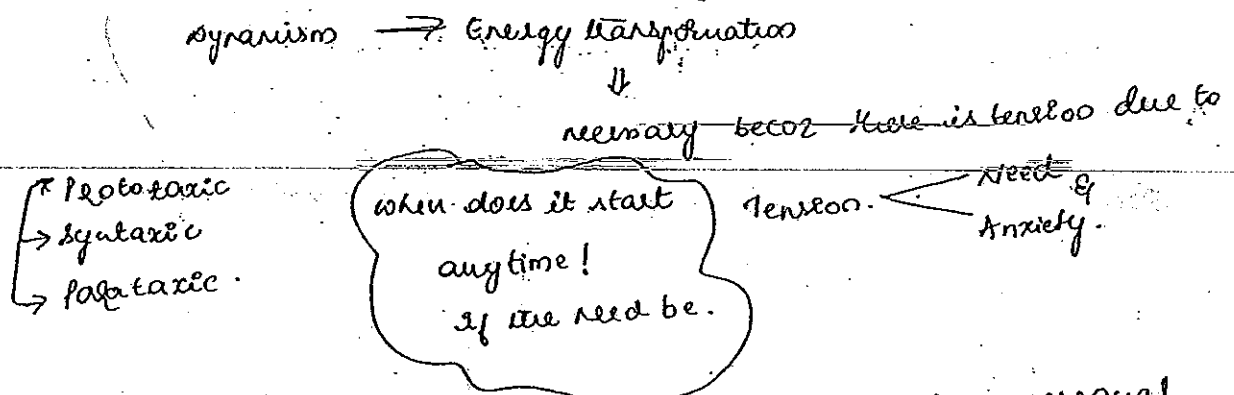
Dynamisms
= (Trait).

Sullivan considered ~~personality as~~ relatively enduring pattern of recurrent interpersonal situations that characterize human life. His personality is a hypothetical entity that cannot be isolated from interpersonal situations. An interpersonal behaviour is all that can be observed as personality.

Individuals cannot exist independent of interpersonal situations therefore it doesn't make much sense to talk about individual as an object what is distinctly human is the product of social & interpersonal interactions. An organism eventually loses its status as a biological entity and gets an identity as a result of the interactions it has with interpersonal situations around it. Therefore biological activities like digesting, eliminating etc have interpersonal basis and even mental processes like thinking, remembering etc are interpersonal as they reflect relationship with other people.

He considered dynamism as the smallest unit that can be employed in the study of an individual and Sullivan defined it as relatively enduring pattern of energy transformations that characterized the individual in its relations as a living organism.

Dynamism results in a pattern of behaviour that endures and lends uniqueness to personality.



Who are the other theorists who spoke about inter-personal interaction & its imp.

1. Eric Berne's (Transactional analysis)

2. Harrison. ("I am OK, you are OK" life positions.

I am OK, you are not OK
I am not OK, you are OK
I am n't OK, you are n't OK.

Dynamism is a pattern a pattern of behavior that endures results in and lends uniqueness to personality. Study of dynamism is critical to the prediction of behaviour.

Sullivan provided cognition a place in his personality description. According to him, cognitive experiences occur in three modes,

1. Prototaxic, these represent the most primitive experiences of an infant, presymbolic, nonverbal - Undifferentiated and totally uncommunicable.

they are difficult to describe and define and they are permanent through unconscious component of personality.

2. Parataxic are the experiences that usually occur when the cause-effect relationship between two things is assumed by the person that actually happen to occur ~~co-incidentally~~. ~~they are more clearly differentiated than~~ prototaxic experiences but their meaning remains private and they are incapable of coherent communication with ^{the} one another. They are not consensually validated.

3. Syntactic consensually validated and through them a proper communication can be established between two or more persons. Syntactic mode involves the use of symbols provided by the language and therefore syntactic experiences come into play when the child begins to use formal language. It becomes the dominant form of cognition but never completely replaces the proto and the parataxic experiences.

TENSION :

Sullivan considered personality as energy system (Es) whose main work is carry out activities that helps the individual, ^{reduces} tension. Therefore is the potentiality for action that may/maynot have the 'felt aspect', many tensions that produce action are not experienced in awareness.

Tension varies along a scale the near complete absence of tension is called as Euphoria and a state of near absolute tension is called as Terror.

Euphoria — newborn sleeping.

Terror —

Tension can be divided into 2 types

1. Tension of needs
2. Tension of anxiety.

Needs are the tensions brought about by biological imbalances between the person and his physio-chemical environment both inside and outside the person. Needs are episodic and once the person satisfies them they temporarily lose their power but are likely to reoccur after sometime. Some Needs have biological component but they stem out from interpersonal situations and the most basic interpersonal need is tenderness, all individuals have this need and this need can be satisfied only by mothering. specially when mother supplies the nourishment to the infant.

Tension of anxiety differs from tension of need in the fact that it is disjunctive and is not the product of physio-chemical system. In contrast the tension of need is the product of physio-chemical system. The tension of need is easy to address as specific energy transformations that will facilitate the reduction of tension of need are clearly defined. but with the tension of anxiety the addressal happens to be more difficult because of its defused nature and hence, there is no clearly defined action that is likely to bring reduction in the tension of anxiety.

According to Sullivan anxiety is transferred from parents to infant through the process of empathy. anxiety in mothering induces anxiety in the infant and since all mothers have some amount of anxiety for their babies, it implies that all infants become anxious to ^{at least to some extent}.

Anxiety and loneliness according to Sullivan are the two experiences that are totally unwanted and undesirable since anxiety is painful to protect the infant against the anxiety the infant develops a

Lonely Person
is the one with
fewer
enagers.

"self-system" which is a ~~conflictive~~ dynamism and it facilitates anxiety prevention by blocking those experiences (from) our awareness which are likely to result in anxiety. According to Sullivan, energy transformations which are the actions overt or covert are essential to address the tensions of anxiety and need. and when these energy transformations become organized as characteristic behaviour patterns of the individual and become relatively consistent they turn into 'Dynamisms'.

Through our social interaction and our selective attention and inattention what we develop are the personifications of ourselves and the others. These personifications are the mental images that allow us to better understand ourselves and the world around us. There are 3 basic ways in which we see ourselves,

→ BAD ME
→ GOOD ME
→ NOT ME

Bad me represents those aspects that are considered -ve and therefore hidden from others and at times even oneself.

Good me is everything that we like about ourselves.

NOT me consists of all those things that are anxiety

provoking and therefore we don't consider them as part of

ourselves out of awareness.

stages of personality development.

Sullivan is very clear in spelling out the sequence of interpersonal situations to which the person is exposed from infancy to adulthood. and the ways in which these situations contribute to personality development. ~~though he didn't reject biological factors as conditioners for the growth of personality he did subordinate them to social determinants of personality.~~

The 6 stages of development, according to him, prior to the stage of maturity are,

1. Infancy
2. childhood
3. Juvenile Era
4. Pre-adolescence
5. Early adolescence
6. Late adolescence
- + 7. Maturity.

As the child progresses through dev stages his experiential base widens as he encounters greater variety of interpersonal situations.

Critical Analysis.

Pos!

- His work paved way for the development of interpersonal therapy.

-ve

- Concepts are vaguely defined.
- no empirical support
- His theory is not well streamlined as his writing style is awkward.
- Theory didnot create big heuristic impact, limited research has been carried out on his theory.

BEHAVIOURAL & SOCIO-COGNITIVE APPROACH

BEHAVIOURISTS :

→ Skinner

→ Watson

→ Pavlov

→ Freud

Personality of an individual

represents a set of conditioned responses.

Behaviour is the function of reinforcement and manipulable determinants of human

behaviour lie outside the human being in his environment.

Human beings are reactive (than proactive) and are the passive recipients of the stimuli that operate on them or administered to them.

Laws of behaviour are equally applicable on all animals including human beings.

Reinforcement

Skinner :

Personality development through operant conditioning.

Reinforcement plays the key role.

Shaping & chaining.

Socialization especially early socialization operates through reward and punishment.

Pavlov :

Classical conditioning...

Eg: I. M. Pavlov → phobia experiment.

Understood ki, through conditioning behav can be established, (conditioning)

Secondary-learned behav can be unlearned.

Generalization

Personality is a function of conditioning, discrimination & generalization.

Arbitrary administration of reward & punishment



Abnormality

so how to remove

reconditioning & second conditioning

Criticisms :

Personless view of personality. [Individuality was never given importance]

Ignored the importance of organismic variables in the development of personality.

Complex behaviours (Altruism) cannot be explained through this.

SOCIO-COGNITIVE APPROACH :

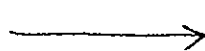
S-O-R

A. Bandura.

MODELLING.

Shift from

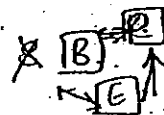
Environmental
determinism



Triadic Reciprocal
determinism.

(replaced)

S-R



Personality

Describe Bandura's theory & his concept of Personality.

along with his concept of theory of learning

add self-efficacy → as it is personality

his theory of learning → contributes to develop. of Personality

schedules of Reinforcement → he tried interpreting it.

Vicarious Learning (Self Reinforcement) { Individual is not a passive learner here, he interacts with his environment

Self efficacy $\Rightarrow$ Awareness of self worth

How do you evaluate?

through • Performance
• feedback

Realistic goal setting

Expectancies.

Bandura's theory of Personality & self efficacy

To account for personality development and change Bandura has placed mechanism of self-efficacy in primary position in his theory. Efficacy expectations are the individuals beliefs or convictions that he can produce certain behaviours. Efficacy expectations influence people's choice of activities and environmental settings in which they would prefer to operate. Judgement of self efficacy determines how much effort people will expend on activities and how long will they persist on those activities.

People with high self efficacy prefer to opt for challenging tasks and learning new skills where as those with low self efficacy prefer to avoid challenging or threatening situations and feel comfortable with routine activities.

Efficacy expectations are acquired through following ways.

1. Performance accomplishment
2. Vicarious experiences
3. Verbal persuasion
4. Emotional arousal

Efficacy - expectation.

Realistic goal $\rightarrow$ $\uparrow$ efficacy.

low efficacy (mother)

$\downarrow$
child - continues.

Skills ..
correct judgement of
self efficacy.

~~performance~~
Bandura believes that efficacy expectations are rooted primarily in mastery experiences. Success experiences tend to create high expectations whereas failure experiences generate low expectations.

Mastery experience is the most here - for any individual to have a good self efficacy. or the realisation of the same
for eg say for a mentally retarded kid, it's always better to give them less challenging tasks initially so that it builds up self-efficacy in him. [Teeth ka swaad] -

Vicarious experience :

Actual accomplishments are the most influential source of efficacy expectations because they are based on actual mastery experiences.

but vicarious experiences can also influence efficacy expectations. visualizing other people performing successfully can instill high self-perception of efficacy in the observers who come to believe that they too possess the capabilities to master comparable activities.

watching others of similar competence and fail despite high efforts lowers observers judgements about their capabilities.

3. Verbal persuasion :

Parents who encourage their children to believe that they can succeed in different life spheres promote in their children a sense of personal efficacy but this encouragement must be kept within realistic bounds. Parents who consistently discourage their children's mastery experience through ridicule are likely to generate low efficacy, in their children.
expectation

4. Emotional Arousal

Stressful and difficult situations tend to generate high states of arousal in most individuals and they use the arousal info. to judge their capability because high arousal adversely affects performance.

Individuals are more likely to expect failure i.e. low efficacy expectations when they are tense and physiologically aroused. Conversely they are more likely to expect success when they are relaxed and not highly aroused.

[For creativity to knock your door — You should be relaxed]

Research on self-efficacy :

Academic development and achievement,
[Rosenenthal & Jacobson's experiment].

Q In any social change the effect is more when the change agent is from the same community?
because

→ credibility ↑

→ individual who is expected to change can identify/relate himself to the change agent,

"If he can do it, so can I"

→ It's better when a disadvantaged kid is being taught by a teacher from the same community.

This technique can be used whenever ^{the} 'training' is involved.
[women empowerment by re-engineering their efficacy-expectatⁿ]

Students develop perceptions of self-efficacy in various academic areas from a variety of sources. Research has shown the quality of student-social relationships with their classmates and teachers affects their perception of their academic self-efficacy and their subsequent performances on test.

Students who feel accepted by their peers and teachers are likely to turn to them for help with their school work thereby increasing their perceptions of their academic abilities and their performances on tests.

[This finding is by, Patrick, Hicks & Ryan]

Students self-efficacy in academic areas may be increased if they receive verbal messages of encouragement and praise from their parents, teachers,

and friends for high quality academic performances.
The strongest source of efficacy info comes from actual
levels of prior accomplishments.

Career choices & Job performance.

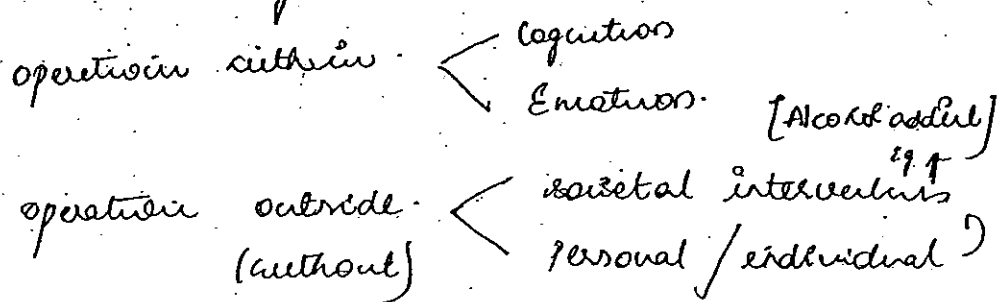
The self efficacy concept also applies to career
~~relevant~~ behaviours such as Vocational choice, Job satisfaction
and performance.

Betz & Haekett, found that males ^{in general} ~~that~~ feel comfortable
and perceive themselves efficacious in preparing for
traditionally masculine occupations. and vice versa.

^{eg:}
(Under-performance of women in maths!)

Larkin, Lent & Brown showed that female participants
with lower ~~ed~~ perceived self efficacy in completing the
training requirements for traditionally masculine
occupations in sciences received lower grades in
science and Technical courses than the students with
higher levels of perceived self efficacy.

For a change to happen



Saks examined employe level of satisfaction and performance on their jobs following training by company managers, he found increases in self-efficacy when individuals perceived the job as one in which people of their gender are likely to do well. and the increased self-efficacy also increased the employe's ability to cope with job related problems.

Physical & Mental Health.

People with ↑ self-efficacy expectations are more likely to seek early treatment for various physical and mental health problems than people with lower efficacy expectations.

PSYCHO-COGNITIVE APPROACH $\Rightarrow$ Rotter's theory

Rotter was the first psychologist to use the term social learning theory. He developed cognitive form of behaviourism which like Bandura places maximum emphasis on internal subjective experiences.

Rotter criticised Skinner for using individual subjects in his study and he believed that human beings should never be studied in social isolation.

Personality development process according to Rotter involves acquisition and modification of expectancy and reinforcement values to contact with various socialization agents.

Language acquisition plays a critical role in the child's development, words serve as 'cues' in directing people's behaviour. Parents issue instructions that help children solve problems in few trials.

Rotter's social learning / social cognitive theory is based on following assumptions,

- # Human personality develops as a result of learning.
- # People don't react equally to every element in their environment. Their reaction is based on the meaning they attach to the concerned event.
- # Personality has basic unity.
- # Motivation is goal directed.

Rotter emphasized on cognitive processes to a greater extent than Bandura.

He believed that we perceive ourselves as conscious beings capable of influencing experiences that affect our lives. Our behaviour is determined by external stimuli and reinforcement, but the relative influence of these two factors is mediated by our cognitive processes. Rotter identified 4 principles that govern according to how the behavioural outcome.

1. We form ~~subjective expectations~~ of outcomes or the results of behaviour in the sense of the amount of the kind of reinforcement that is likely to follow it.

2. We estimate the likelihood that behaving in a certain way leads to specific reinforcement and we adjust our behaviour accordingly.

3. We place different values on different reinforcers and assess their relative worth in different situations.

4. Because each one of us functions in a Ψ cal manner that is unique to us the same reinforcement can have different values for different people.

According to Rotter our subjective expectations and values which are our internal cognitive states determine the impact that different external experiences will have on us.

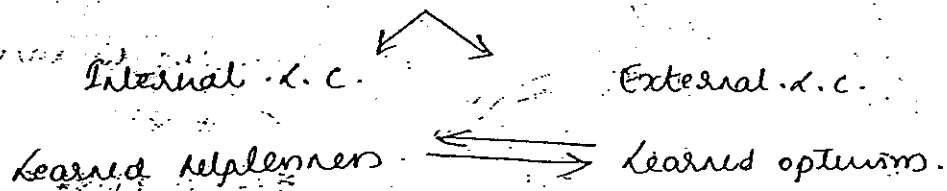
→ Expectancy

→ Behaviour potential

→ Reinforcement value

→ Ψ cal situation

Locus of control



Behavioural potential

- ⇒ will I be able to demonstrate this behaviour?
- ⇒ what do I get by demonstrating this behaviour?

Reinforcement value

What reinforcement ⇒ how important is it to me?

Rotter focused considerable research on our beliefs about the source of our reinforcement. Some people believe that reinforcement depends upon their behaviour such individuals are said to have internal locus of control, others believe that reinforcement depends upon outside forces such as 'luck', fate, actions of others. These individuals are said to have external locus of control. The perception about the source of control exerts different influence on the behaviour, people with ILC make an effort to change or improve their situation & people with ELC make little or no effort to change their situation as they are convinced as they are powerless.

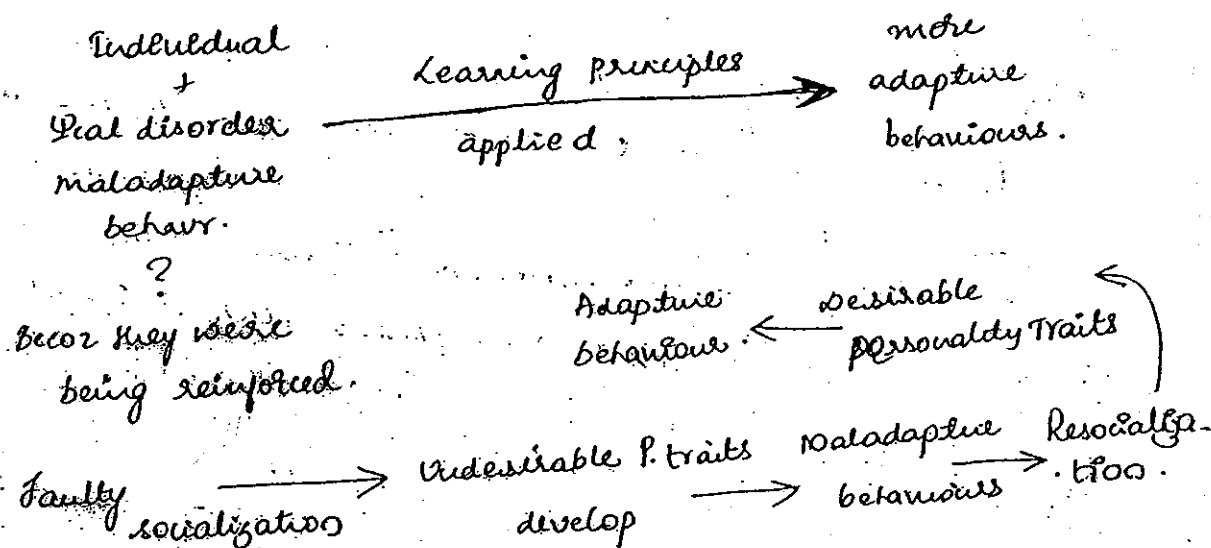
Rotter's research has shown that ILC people tend to be physically & mentally healthier, get better grades in school or more socially skilled and have higher self-esteem than ELC people.

Locus of control is learned in childhood from the behaviour of the

People with EEC, are generally those who receive warm and supportive climate at home, their parents are democratic and children are given freedom to experiment and explore. Authoritarian parents generally have been bringing up their children to become EEC individuals.

BEHAVIOUR THERAPY.

A procedure that makes use of learning principles to help people replace their maladaptive responses with the more adaptive ones.



Does B. therapy exclude the role of Insight from its procedure of B. change.

Insight is stemmed upon by Psychanalysts & Humanists.

& cog. & to some extent [in terms of awareness & control]

BTs agree that insight may occur during the course of behaviour change. but it can be ignored as it has got to do with inner behaviour transformation

determinism.

the manipulable determinants of human behaviour lie outside the human being, in his environment.

Insight $\rightarrow$ (look inside) (become aware of ^{the} unaware)
main architect of insight — Freud, Rogers come next.

want about ^Panalysis $\rightarrow$

They talked about Imagit in which Ego can put its own effort (individual puts effort in order)

In behaviourists, any change that occurs is due to the manipulation of environmental factors (say, reinforced patterns)

insight plays no role here.

Manipulation of env contingencies involves

1. administration of +ve R on the display of +ve behaviour.
2. Removal of "—" "—" "—" "—" Undesired behavior
3. administration of punishment. In order to bring down the probability of undesired behavior & response.
4. Safe exposure to fear situations.

Limitation

what is therapy rooted in? if its

learning principles, what learning principles?

Reinforcement is the key construct in B.7.

for Relief to be effective in Incepting Behaviour change?

- Reinforcement should immediately follow the behv.
- Reinforcement should not be arbitrarily administered.
- Person must have some understanding about why the reinforcement is being provided.

Aim:

Attempt is to bring the desired behaviour under the control of self-monitoring individual.

Before deciding upon what treatment course to be adapted

BTs do Behavioural Analysis (BA).

BA, which consists of describing, in as objective, explicit and quantitative terms as possible the maladaptive responses that constitutes the patient's disorder.

First,

Identify determining variables in the problematic behaviour.

Techniques of B.T.

1 # Techniques based on EC/OC

2 # Techniques based on counter conditioning.

3 # Techniques based on observational learning.

1.

Response shaping technique:

Successive approximation.

→ The (behavioural) response that are not a part of behaviour pattern are introduced in it by using the reinforcement.

2. Token Economy

Tangible reinforcers which can be exchanged for the desired (behaviours)/objects/activities... something that the patient likes/enjoys.

• Not subject to easy satiation. Token should have variety of incentives = appealing always.

• Time gap should be there b/w action & reward should be reduced.

Time out :

Individual is separated from the reinforcing environment / situation.

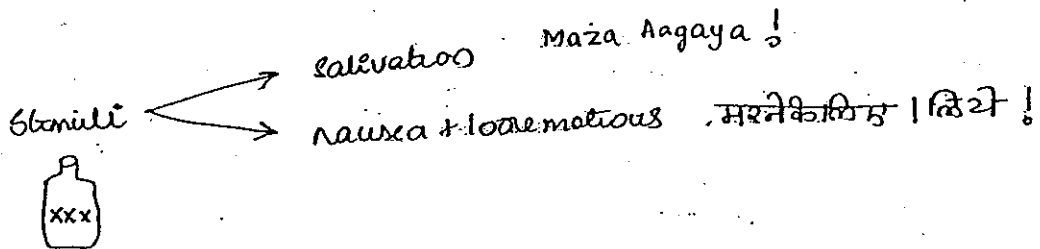
Extinction & Punishment.

The behaviours which were reinforced earlier are no more ~~reinforced~~.

→ everytime child (cried) -> tantrums
attention paid to him - Now no more attention!

Procedures based on counter conditioning procedures:

Counter conditioning → Learning a new and often an-
tagonistic (adaptive) response to the original
stimulus.



Aversive

counter cond.

Kantorovich → Expt on Alcoholism

Light and sound of alcohol was paired with shock
(aversive stimulus)

Intensive Punishment

For punishment to be effective it needs to be intensive.
But it is not possible all the time.

Systematic Desensitization

involves counter conditioning & Reconditioning.

developed by 'Wolpe'.

Originally idea was actually of 'Jacobson'.

Strong emotional states like anxiety can be counteracted through the display of Antagonistic Response like, laughter (relaxation).

Reciprocal inhibition. Reverse the inhibition loop.

Anxiety - antidote ~~relaxation~~.

8. Desensitization :

making an individual lose his sensitivity to an event or events.

Graded exposure to the feared objects or situations in order to enable the individual overcome their irrational fear.

Steps

- # Training in Relaxation (JPMR)
- # Construction of Anxiety hierarchy.
- # Desensitization.

10. Implosion Therapy / Flooding

no gradual exposure. but straight to the patient it

straightway exposed. generally in imagination. but sometimes in reality as well to the maximum anxiety (provoking) provoking situation and is encouraged to continue in the same situation until he realizes that his fears are unfounded / irrational.

Can be used with patients with irrational fears, anxiety related problems etc.

Assertiveness training ... Art of SAYING NO!

Assertion is controlled aggression especially with respect to significant others.

Kind of desensitisation process

Actually coping skills → People who have

~~problems in interpersonal relationships~~

Individuals with conditioned fears or anxiety responses find it difficult to express their mind particularly on the issues that are of considerable importance to him.

Role playing in controlled settings to teach patients the techniques of life management and gamesmanship - and try their use in real life situations.

Limitations :

It can't be used for the phobias involving non-personal stimuli

In case of clients who show high anxiety levels in interpersonal situations AT training might not help as they are likely to become evasive and over defensive when confronted with threatening interpersonal situations.

Modelling (Technique based on OL)

Bandura has demonstrated the utility of modelling

in learning

New behaviours

Expressing already existing behaviours more effectively

In eliminating maladaptive behaviours specially phobias

Conditioned
Fears

I don't care if she
doesn't talk to me!

In mind, oh no

It's the other way
round!

Modelling may involve live model or symbolic model.
Live modelling is always superior to symbolic modelling.

Critical Analysis :

Pos:

1. BT is time cost labour effective method of treatment of maladaptive behaviours.

2. ~~Can be administered by paraprofessionals,~~

less-expert-centred.

[Therapy for masses]

3. Can be used to treat wide range of disorders.

4. Produced big heuristic impact.

Facebook followers : 1 million.....*

5. Highly empirical approach that is based upon experimentally supported learning principles.

-Ve's

BT is superficial, because it does not dwell on patients' past. It seems to be shallow to those who feel that therapy should lead to greater acceptance and understanding.

BT's deny the patient the freedom, they take control of the patients' behaviour and try to manipulate it according to their values, patient therefore has a very little say in his treatment.

Based on Perivistic model of man, Behaviourists consider human beings as capable of only reaction and this reactive view of human behaviour is rejected by many contemporary experts.

BT is Anti-humanistic; it does not recognize the significance of client-therapist relationship.

As BT addresses only the symptoms and happens to ignore the underline causes. BT's can do the patient more harm than good. The patient might be relieved of symptoms only to be faced later with possibly more worse symptoms because the underline conflict has not been dealt with.

To what extent the particular procedural ~~assumed~~ under b. Therapy approaches actually based on learning principles is a debatable question.

Should CBM (cognitive behaviour modification) be considered under behaviour therapy specially in the light of BT's rejection of mentalistic concepts.

In final analysis, we can say that although BT is certainly not the only answer in dealing with all forms of mental disorders, but of all the contemporary therapies it seems to be most effective as it is easy to use ~~can be~~ administered by a para-professional and produces results fast and quick.

COGNITIVE THERAPY

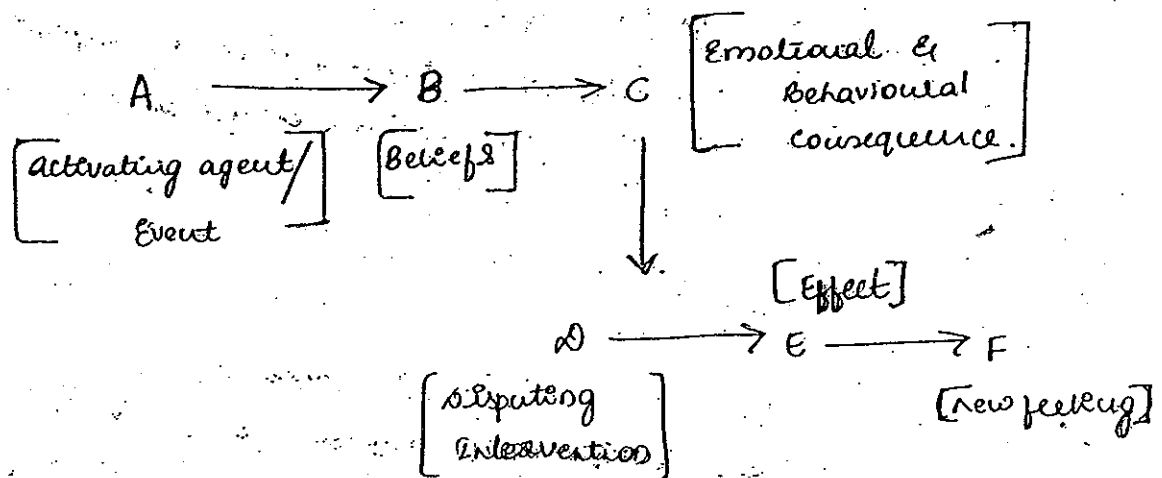
- Rational Emotive therapy (RET) - Ellis
- Cognitive therapy — By Beck
- Self instructional training — Donald Michenbaum.

The role of cognitive elements in influencing the behaviour had been realised since long but it was the effort of Wolhard & Miller that resulted in the first time the focus being placed on the need for developing a technology to bring about behaviour change through modification of thought processes. USA the application of learning principles. Homme, the student of Skinner added real momentum to this departure from radical behaviourism by proposing the concept of covert behaviourism.

Covert according to him were the internal private behaviours in other words the operants of minds. He thought that it was possible to apply conditioning principles to the covert events such as thoughts and cognitions. Since then many people have tried to apply conditioning principles to thoughts and cognitions and this had lead to the emergence of a new therapeutic approach called as Cognitive therapy.

Within the ambit of cognitive therapy are included the wide spectrum of therapeutic approaches which at times happen to remarkably differ from one another but they do share following attributes.

1. A collaborative relationship b/w therapist & the client.
2. Goal distress as being largely the function of disturbances in cognitive processes.
3. Focus on changing the cognitions to produce desired changes in behaviour and affect.
4. Time limited and educational treatment focusing on specific and structured target problems.



Live & let live!

To help the client develop

1. Satisfying pattern of values and beliefs.
2. Realistic frame of reference.
3. Effective coping skills.

Steps:

Create a supportive atmosphere

→ Ideal environment in which the person is able to explore his feelings & underlying cognition.

2. Providing opportunity to learn more appropriate cognition & behaviour.

⇒ helping the individual understand and interpret his behaviour in more appropriate light i.e. new ways of perceiving oneself.

3. ~~Transfer~~ from Lab → Real

help the patient to transfer what has been learnt in safe therapeutic environment to real life.

4. Changing the patient's environment :

Removing the reinforcers in the patient's environment that are maintaining his maladaptive lifestyle/behaviour.

Types of Cog. Therapy,

Rational Emotive therapy by Ellis :

It is one of the earliest behaviourally oriented cognitive restructuring approach. The goal of the therapy is to alter the clients' maladaptive thought processes on which maladaptive responses are assumed to depend.

Ellis is of the opinion that a well functioning individual functioning rationally and in tune with empirical reality. However due to faulty learning, he develops unrealistic beliefs and perfectionist values that makes him behave irrationally and then feel that he is a worthless failure.

Unrealistic assumptions and self-demands such as one should be perfect in whatever one does is likely to lead to self-defeating behaviours in the real world.

When we strive for complete perfection we put an unreasonable demand on ourselves and when this demand is not fulfilled we react in a defensive manner and hold ourselves responsible for all the failures and the mistake that we fall. This is likely to lead

to sense of resignation and self defeating outlook.
The task of the therapist is to restructure the clients
belief systems especially with regard to irrational shoulds,
oughts and musts that are preventing more positive sense
of self worth and a creative and emotionally satisfying
and fulfilling life.

The therapist encourages client,

1. To discover the basic irrational ideas and observe how they influence his behaviour. [maladaptive]
2. He challenges them to validate their ideas
3. Demonstrates to the client the illogical nature of their thinking

4. Uses humour to confront irrationality in the clients thinking.

5. Uses his logical analysis to minimize the irrational belief.

6. Show to the client how his beliefs are responsible for his emotional and behavioural disturbances.

7. Teaches the client the scientific approach of thinking

8. Uses cognitive behavioural and emotive methods to help the client look directly at their feelings and act against their disturbances.

Methods

Disputing irrational beliefs
Use of humour to alleviate anxiety & help clients develop new perspectives.

Role playing

Encouraging clients the cognitive homework

make the client change his/her language.

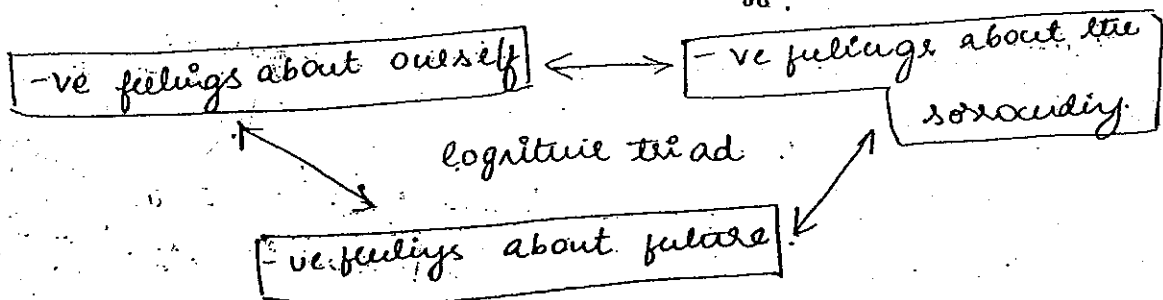
emotive techniques such as shame attacking exercise & language.

In some ways RET can be viewed as humanistic therapy as it takes a clear stand on personal worth and human values. Its aim at increasing individuals' feeling of self worth and happens to facilitate his progress towards self actualization by removing the stumbling blocks in the personal growth. RET uses behaviourally oriented techniques to bring about changes in thoughts and behaviours. Homework assignments are given so that the clients get new experiences and these new experiences are likely to act as the reinforcers to break the chain of negative thoughts and behaviours.

Beck's Cognitive Therapy

ANHEDONIA

8C



According to Beck maladaptive behvrs are caused due to
∴ modification of faulty cognitions should be attempted to bring about desirable behaviour change.

Beck is of the opinion that depression is caused in the patient due to illogical thinking which leads them to develop -ve feelings about themselves, world around them & the future.

This leads in them a sense of helplessness & hopelessness. These irrational cognitions are maintained by the depressive patients even in the face of contradictory events thus a vicious cycle of self-defeating behaviours is maintained.

The problem is further compounded because depressive patients have a tendency

- 1] To over generalize on the basis of limited examples
- 2] To magnify the significance of the undesired events
- 3] To selectively perceive the world as harmful while ignoring the evidence to the contrary.
- 4] To engage in absolutist thinking.
- 5] They have a tendency to over react to other persons mildly critical comments

Beck is of the opinion that these self-defeating cognitions must be rooted out & the maladaptive behaviour has to be arrested and for this Beck has suggested a directive approach.

In BCT, clients are persuaded to change their beliefs by ^{not} involving themselves in debates rather being encouraged to gather info about themselves through unbiased experimentation, that allows them to disconfirm their false beliefs.

The therapist uses a four steps process to help clients remove their maladaptive cognitions.

- 1 He creates in the clients, the awareness about his thinking.

2. The therapist helps the client recognise where his thoughts are faulty.

3. Help the client substitute or replace his inaccurate thoughts with more accurate ones.

4. Provide the client the feedback about his progress.

In BCT, the therapist sometimes uses pointed but friendly questioning to help his clients identify maladaptive cognitions, he also develops for the client the schedule of daily activities sometimes on hour by hour basis, this schedule is of considerable importance for the depressive patients as it enables them to keep themselves busy in purposeful activities.

It also ensures that the frequency of negative thoughts gets reduced and the clients are able to indulge in some rewarding activities at home. Since depressive patients have a tendency to avoid enjoyable activities, therefore the therapist may require the client to spend specified no. of minutes each day @ potentially enjoyable activities and keep record of the changes of their moods and cognitions.

One of the main point of difference between BCT and RET is with respect to client-therapist relationship.

Ellis considers therapist largely a teacher and does not suggest that a warm and personal relationship with clients is essential, but on the other hand maintains that successful counselling rests on desirable characteristics of the therapist such as genuine warmth, non judgemental acceptance and the ability to establish rapport with the client.

In CBT, the clients are expected to bring up new topics to explore, identify the distortions in their thinking, summarise the important point in discussion and collaboratively develop the homework assignments that the clients need to carry out.

~~Thus the therapist has an interactive association with the clients and both work together to frame clients' conclusions in the form of testable hypotheses.~~

SELF-INSTRUCTIONAL THERAPY (SIT)

DONALD MICHENBAUM.

Donald Michenbaum popularised this approach which focuses on helping the clients change their self-verbalisations. According to him, self-statements influence the behaviour just the same way as the statements made by other persons. The basic premise of CBT, SIT, is that the clients as a pre-requisite to behaviour change must notice how they think, feel and behave and the impact they have on others for the change to occur. The clients need to interrupt the scripted nature of their behaviour.

SIT like RET is based on the assumption that maladaptive behaviour is the result of maladaptive cognitions and therefore focus should be based on helping the client replace their maladaptive cognitions with the more adaptive ones.

However, unlike RET, which is more direct and confrontational in uncovering and disputing irrational thoughts SIT focuses upon helping the clients become more aware of their self-talk.

The therapeutic process consists of training the clients to modify the instructions they give to themselves so that they can cope more effectively with the problems that they encounter, the emphasis is on helping the clients acquire practical coping skills for problematic situations.

"Cognitive restructuring therefore plays an important part in SIT and the self talk is frequently deployed to bring about the restructuring.

the reinforcement for adaptive behaviour. This technique has been found to be useful in the treatment of variety of disorders such as speech impediments, compulsive gambling, social anxiety, stage fright, impulsivity problems etc.

The process of behaviour change through SIT involves 3 steps

1. Self observation, the clients observe themselves and realize that how they contribute to their problems through their faulty verbalizations.

2. Starting a new internal dialogue, to bring about the behaviour change clients initiate the self talk.

3. Learning new skills, therapist teaches the client more effective coping skills in the form of self instructional monologues which enable the client to handle stress situations effectively.

Critical analysis.

the

Simple, cost and labour effective method that is useful in the treatment of variety of behavioural disorders.

- Yes ,

⇒ less (not) effective, with children and as well as adults with poor verbalisation.

⇒ Sometimes dysfunctional thoughts persists even despite the clients best attempt to brand them as irrational.

⇒ There are times when changing ones ~~cognitions~~ about himself or the world around him might not be enough to address the problem.

⇒ Conclusion

We don't really know how this therapy works it is possible that cognitive therapies seems with depression is not that much the result of reduction in the

frequency of the negative thoughts as it is due to improvement in mood that resulted from the satisfaction obtained from mastering the therapeutic task.

Thus cognitive change occurs in cognitive therapy is what we all agree with but still we don't know whether this change in cognition occurs before or after the changes in behaviour.

Application of B. therapy.

1. Biofeedback

Based on the Principle of operant conditioning.

Biological signals are the feedback through which we try to ↓ arousal level of the concerned organ so that pressure on it can be reduced.

Idea is that, involuntary organs don't get any rest except for when we are sleeping (activity slows down)

so we need a technique which can relax these

involuntary organs.

∴ most of the disorders are stress induced.

Lifestyle disorders.

individual aroused → given feedback → tries & ↓ arousal



Reinforced.

sequence of operant conditioning
used here

is less similar to meditation except for the fact that electronic machine is used in meditation.

Relaxation techniques are taught to the person as the first step.

Humanistic approach to Personality.

Philosophers :

William James

Husserl

Kierkegaard

Leibniz (All are phenomenology)

Neo Freudians :

Erickson

Adler

Ana Freud

Fromm.

Principles :

Man as a man is more than sum of its parts

Man has a 'being' in human context.

Man has a choice.

Man is intentional

Man has an innate tendency towards growth & self actualization.

Psychoanalytical Vs Humanists.

Similarities

Both are qualitative approaches, both highlight the importance of insight in human development. & both are based on the generalizations made from the data collected through case study method.

Differences

Psychic determinism Vs free will

Pessimistic nature of man Vs optimistic nature of man

Unconscious as the corner stone Vs conscious as the corner stone.

Therapist is an investigator helping patient uncover

the patients hidden ^{trying} conflicts in a bid to provide relief to the patient. —

whereas a humanistic therapist is the facilitator who provides a environment that enables the patient to arrive at the solution to his problem on his own.

Behaviourist Vs Humanistic.

- # molecular Vs molar
- # reactive Vs proactive
- # Environment determinism Vs free will
- # pessimistic Vs optimistic
- # Quantitative Vs Qualitative
- # General laws Vs uniqueness.

Rogersian Therapy

Rogers' theory is basically a phenomenological approach as he has placed strong emphasis on the experiences of the person, their feelings, values, and all that is summed up by the expression "Inner life". His theory is also known as 'Self theory' and it grew out of his own experience in working with individuals in the therapeutic relationship.

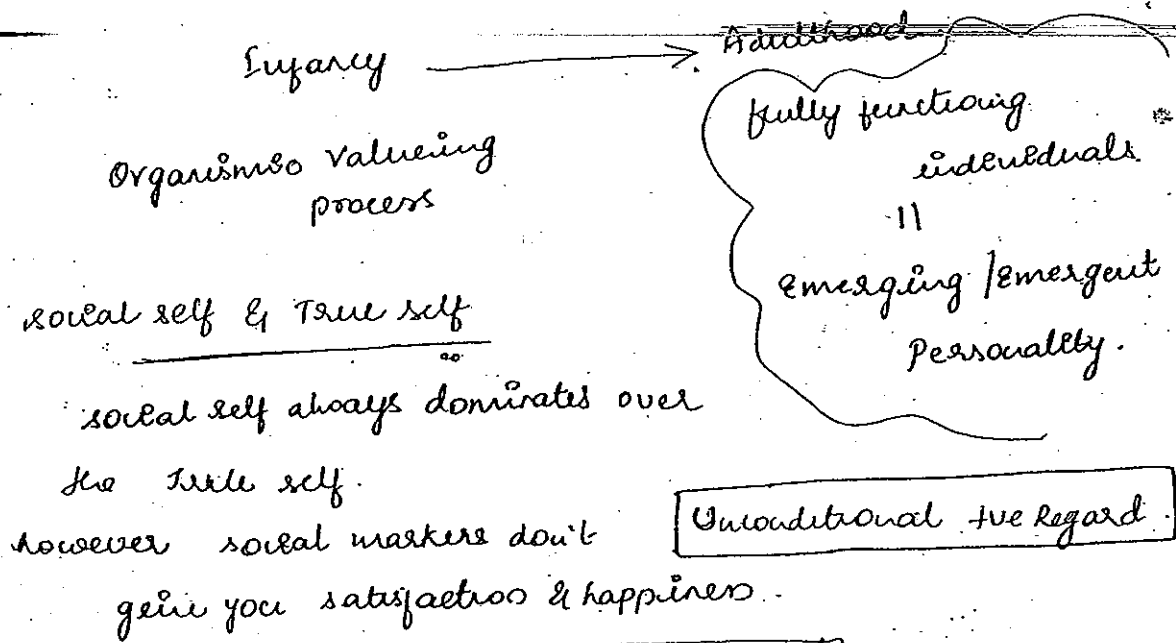
Rogers talked about healthy development in the terms of how individuals perceive their own being. Healthy individuals are those who exhibit congruence b/w their 'Real & Ideal self' or their 'social & true self'.

Rogersian description of personality is based on his two basic approaches to describing behaviour.

1. Valuing process in infants & adults
2. The social and true self in the human beings.

Valuing Process :

we are judgemental beings.
we are always involved in valuing / judging, which is
the major cause for distress since valuing is not
done objectively.



conditioned Regard

↓ child develops.

Self worth

Organismically valuing process in Infant

Rogers maintained that infants perceive their experiences as reality, they operate from an internal frame of reference influenced by the evaluation of others. Rogers believed that infants react with their reality in the terms of their basic actualizing tendency. Their behaviour is directed towards satisfying their needs for self actualization as they perceive it.

thus infants use their organismic valuing process and this enables them to progress on the path of self actualization. Their organismic valuing process enables them to objectively judge the worth of a given experience in the terms of self actualization. and the experiences that promote actualization are positively valued and that prevent actualization are ~~not~~ valued.

valuing process in adults is a much more complex than it is in infants. Adults unlike infants are exposed to a variety of opinions and they come to incorporate them in their value systems.

In Rogers view the adults after listening to what others think must ultimately trust the wisdom of their own body if they are to grow constructively.

If they can trust themselves fully they are likely to be wiser in their thinking and use better what they have learnt from others.

If people use their organismic valuing process they are likely to experience personal growth and move towards the realization of their potential.

In Rogerian view they would become "fully functioning persons". These persons have following characteristics.

- # They trust their organism (organism)

- # They are open to experience.

- # characterized by existential living

- # They are creative.

- # They live richer lives than other people do.

- #

Rogers extended and amplified his view of fully functioning person and applied it to what he called as "emerging personalities". He identified following characteristics of such individuals.

- # They are honest & open.
- # They are indifferent to material comforts and rewards.
- # They are caring people.
- # They have deep dislike for cognitively based science & technology that only serves to exploit and harm the nature.
- # They value their own experience and dislike and oppose any attempt of control by external authority.
- # They are always in a process.

Social & True self :

Social self is the organized set of characteristics that the individual perceives as peculiar to himself, the social self is acquired through contact with others.

Interactions with significant others results in us developing a concept of self that is largely based on the evaluation of others.

The main reason for relying heavily on the evaluation of others according to Rogers is the need for positive regard. Rogers is unclear regarding whether this need is innate or acquired but is of the opinion that this need when it becomes more compelling than our organismic valuing process may result in our ignorance towards the validity of the feelings of true self.

and the result is the incongruency between the true and the social self.

The need to seek approval and disapproval leads to a self concept i.e based on the performance of certain kinds of behaviours which others regard as valued and acceptable. In other words individual introduces there in ~~self concepts~~ the conditions of worth, he perceives experiences and behaviours as acceptable only when they meet the approval of others and those behaviours which are not acceptable to others are pushed outside the boundaries of awareness and as a result more and more parts of awareness gets blocked thus reducing the level of awareness.

The ideal condition for developing healthy self concept and moving towards becoming a fully functioning person is the development (order) in the conditions of unconditional positive regard, such regard is likely to bring about congruence b/w true and social self.

MASLOW'S THEORY

Maslow approached ^{from} the side of motivation.

His basic premise is that the needs can be arranged in a hierarchy, unless the lower order needs are met, higher order needs ~~are~~ don't emerge. Once lower order needs are met, ~~they are no longer motivating~~.

Maslow, classified needs into two types -

1. Basic needs
2. Meta needs.

Basic Needs

Basic needs be met first, else an individual may suffer from the lack of fulfillment, these needs are arranged in a hierarchy, most potent of all needs are the physiological needs like hunger, thirst etc and once they are met the next level of basic needs i.e., safety and security needs emerge, once they are met. love and belongingness needs come into prominence. and meeting of love and belongingness needs is followed by the emergence of esteem needs which includes self-esteem and esteem from others.

Meta needs :

Meta needs emerge only after all the basic needs have been met and they differ from basic needs in two respects, they are not arranged in a hierarchy, and therefore they need not have to be met in any particular order.

Their non-fulfilment does not lead to local problems. It only leads to individual not being self-actualized.

The fulfillment of meta needs brings about contentment and satisfaction.

Now meta needs are, Aesthetic needs, curiosity needs, needs, self actualization etc.

Now believed that all individuals have innate tendency towards self actualization and he identified following characteristics,

1. Objective perception of reality
2. Full acceptance of their own nature
3. Commitment and dedication to work every undertake
4. Democratic and character structure.
5. Attitude of creativeness.
6. Simplicity and naturalness of behaviour.
7. Empathy with affection for humanity.
8. Need for autonomy, privacy, and independence
9. Intense, mystical and peak experiences.

ALLPORT'S THERAPY

Allport is considered humanistic psychologist because he has emphasised on the study of "individual differences" and has included the concept of growth in his theory of personality. Allport doesn't evaluate his theory on the basis of single tendency to move towards self-actualization. His theory rests on dual system of motivation both by the needs to adjust to their environment and by their tendency to grow and become self-actualized.

Adjustment & growth needs exist side by side and any theory of personality must take into account that the people are proactive & reactive, the main concept in Allport's theory of personality is functional autonomy, it states that some but not all human motives are functionally independent from the original motive responsible for behaviour. It can be defined as any acquired system of motivation in which tensions involved are not of the same kind as the antecedent tensions from which the acquired system developed.

The concept of functional autonomy enabled Allport to challenge Freudian's instinct based & of drive reduction hypothesis promoted by S-R psychologists. If a motive is functionally autonomous it is the explanation for the behaviour and we cannot look beyond it for the hidden or the primary causes.

Eg: Individual 'X' used to play guitar, as his father used to force him... eventually father died. Still he plays, though it is totally autonomous of the initial force/drive that was guiding it. This is the case of "functional autonomy".

Allport also gave the concept of "Proprium" which Allport described as conscious aspect of Personality that describes what belongs to and what is appropriate for us including everything that is unique to us.

Proprium develops through 7 stages from infancy to adolescence and these stages are characterized by different kinds of social interactions which according to Allport decide the

Personality of the individual of the various social interactions, mother child interaction is most important.

Critical Analysis.

[+ve]

- Introduced in I and in description of Personality the
- concept of self
- Popularized the optimistic model of man
- Introduced in II and description of Personality, the Freudian approach.

[-ve]

- # Qualitative approach → no quantification possible,
- # Concepts are not subjected/available for empirical verification.
- # Limited practical significance.

सुनते से बहुत अच्छा लगता है = NO असर !

[European concepts]

The technique used in CCT, is the non-directive interview. before the therapy the therapist makes it clear to the client that it is on the client on whom the responsibility of solving the problems rests and the task of the therapist is only to facilitate him in the process. ~~It is the client who does most of the talking.~~

Therapist demonstrates to the client ~~his warmth and~~ genuineness, he gives an impression to the client the impression that he is a person who is truly interested in the welfare of the client and is not the one who is operating behind the professional front.

He creates by talking to the client in a gentle voice and by giving him due respect. The therapist facilitates the opening up process of the client so as to facilitate his self exploration and he never imposes on the client his feelings or his evaluations.

During the course of non-directive interview, open ended statements are used, the therapist merely indicates the topic to the client and leaves upto him the task of developing this topic.

The therapist offers the client reflections by recognising in some way a feeling or an attitude that the client has just expressed. Therapists also do 'paraphrasing' i.e. summarising what the client has said, it enables the therapist to check the accuracy of his understanding of the client, it also helps to clear the mis-perceptions b/w the client and the therapist, if any.

Interpretation which is a feature of PPT. is sometimes also employed by client centered therapists but whenever the interpretation of clients behaviour

At once, the attempt is not to lead the client beyond the boundaries of his awareness.

Interpretation is provided by the therapist only if he believes that the behaviour displayed by the client represents an attempt to avoid discussion on the problem.

Freudian	Vs. Humanists.
directive approach unconscious Investigator, [Guides the process] gaining insight into the repressed impulses Blank slate, (Therapist) upon which the client projects his ideas. Repressed impulses Take the patient beyond the boundaries of his consciousness. No importance is given to rapport building.	non-directive approach Awareness. <u>Facilitates</u> the process of gaining insight into the (repressed impulses) (blocked out aspects) warm person (Therapist) with acceptance and unconditional love & regard. blocked out aspects of P. Rapport building is fundamental here.

Compare Psychoanalytic, & Humanist approaches

How do they differ in their approach to psychopathology?

Source of maladjustment & Treatment.

If I have a deviant behaviour that is due to faulty reinforcement patterns / role model / arbitrary punishers, & inadequate reinforcement.

Sources of maladaptive behaviour

Whereas

According to Psychoanalysts,

It is due to Neurotic anxiety mostly &
sometimes due to Moral anxiety.
Conflict between Id, ego and superego precisely.

Source of Psychopathology :-

Humanists

Incongruence b/w
social self and true self.

Cognitive

faulty cognitions in
the individual.

Freudians

Neurotic anxiety.

Conflict

repressed impulses in
the unconscious.

Biological

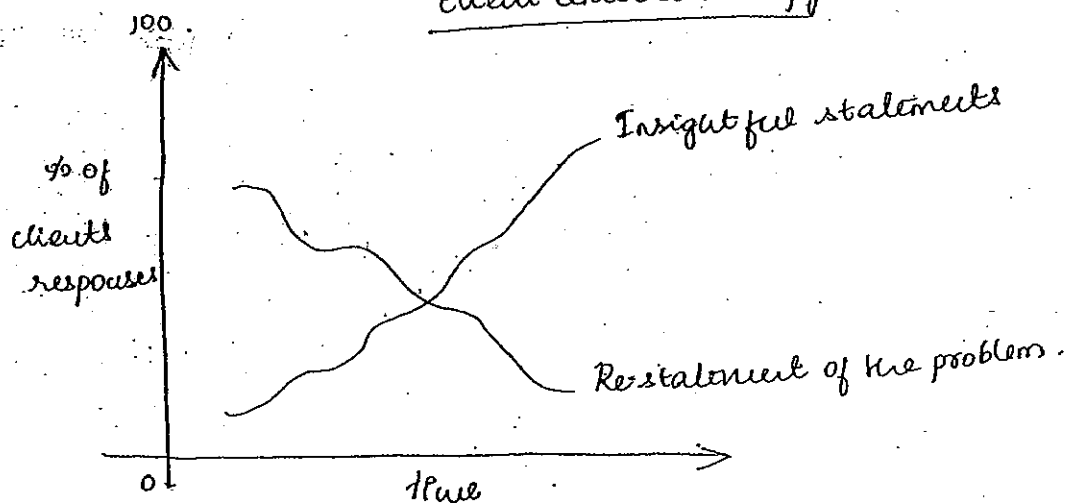
Genetical

Neuropsychological.

Bio-chemical.

change during the course of

client centered therapy



anxiety $\uparrow$ $\rightarrow$ Cognitive distortions.

The conflicts of patient, comes out in the form of ,

- # Resistance
- # Transference
- # Counter-transference

Critical evaluation

+ve

- # The therapy is based on optimistic model of man ~~as it~~ considers client as capable of solving his problems on his own.
- # Rogers believed that any individual can be a therapist provided he possesses the qualities of unconditional +ve regard and empathetic understanding.

-ve

The success of Rogerian therapy is contingent upon rapport building bt therapist and the client for the clients who are not in a position to expand any kind of rapport with the therapist, the therapy fails to work

The therapy is effective only with minor maladjustments. The therapy is based on vague and unsystematized model of human behaviour, many of the constructs used are not subjected to empirical verification

The idea that the "doctor knows the best" is missing in this therapy. Rogers insisted that the therapist need not necessarily be an expert is considered by many as the abdication of the therapist's professional role.

CCT is based on non-directive role of the therapist. The therapist merely reflects upon the patient's feelings. This seems strange to most patients who feel that they have come not to merely seek clarification but for some concrete expert advice.

Rogellan Hostility to diagnostic procedures ignores the fact that in some cases these procedures have proved to be of crucial importance in the identification and treatment of Ψ cal disorders.

TRAINING FOR PERSONALITY DEVELOPMENT.

Systematic
deliberate
sequential } Procedures to induce specific behaviours.

for the behaviours that are likely to facilitate individuals adjustment in his environment.

abnormal ——— Normal (this PSYCHOTHERAPY)
Normal ——— better adjusted.
[Personality devlp Program]

Personality development Programme $\swarrow \searrow$ Physical.
 Ψ cal $\leftarrow$ we are interested in

How to do ?

- # Arousal management.
- # self control.
- # Communication skills.
- # social memory.
- # Problem solving skills.
- # self motivation.
- # Ego building behaviours.

Assertiveness
Training

↓
Relaxation Training.

↓
Goal setting training.

↓
march.

↓
Psychodrama.

↓
Sensitivity training.

Brain storming & creativity enhancing tech

Cognitive re-structuring techniques such as, RET, BCT, SIT.

Behavioural self control, Response shaping & token economy

Psychodrama
+
sensitivity training

self awareness - expansion.
better understanding of self & others.
improvement of interpersonal competences

Hope of Success

Fear of Failure

What keeps you
going...

What guides you
decides your course
of action / sm.

Psycho-cybernetic techniques / imagery

TRAIT AND TYPE APPROACH.

Type

class of individuals said to share a collection of common characteristics.

Hippocrates divided

⇒ Sanguine - cheerful, mo

melancholic - depressed

choleric - hot tempered & easily aroused

phlegmatic - unexcitable, calm.

William James.

Tough minded

Tender minded - rationalists

Tough minded
pragmatical
materialistic
guided by facts.

guided by principles and have
Intellectual abstractions.

Kretschmer

Athletic

Asthetic

Pyknic

Athletic

rect



Body

muscular

prone to sanity

Asthetic

cylindrical
body

fragile

talk &

prone to

schizophrenia.

Pyknic

Round body

short

prone to

manic depressive psychosis.

Touret.

mixed type - dysplastic

- mixed type.

Every typologists

talked only about

the extremes

& ignored

middle

category.

Lost in the common

limitations.

Sheldon.

body type will decide Temperate type.

Ectomorphic. Tall & fragile, sensitive nervous system
introverts.

cardiotoronic $\rightarrow$ prone to schizophrenia

Mesomorphic. medium height, muscular body, strong.
prone to somatonic. (sensation seeking)

Endomorphic. short, round, prone to Viscerotoronic
calm, social.

King's P. Types

Introverts

take subjective view of the world.
rigid & inflexible.

governed by standards & ethics.

Need for affiliation low.

Over attentive to bodily ailments.

Extroverts

Outgoing, flexible.

large orientation.

less concerned about their

bodily ailments

guided by external

social values.

He said it's the heredity that decides

whether a person will be Introvert/Extrovert.

For the majority of individuals who fall in between

Extroverts & Introverts sharing the qualities of both

were referred to as Ambiverts.

however the concept of Ambiverts was not given by

King, Eysenck gave the concept.

Rosenman & Friedman

Type A — Prone to heart attacks, & stress induced illnesses.
want to do everything speedily.

Type B — Less prone to stress induced illnesses, calm and composed individuals. not lethargic.
[Have the virtue of patience]

Type A,

Indianhouse

CRP's

↓ result in
Type A personality.

Action, emotion complex that is
involved in (work and)

Intersant struggle. (non-stop)
to achieve more and more in less

less time. such individuals can't relax and speed
of everything.

Critical evaluation:

Typologies are appealing for its simplicity
but it has been criticized for providing only partial
& one-sided view of personality, It doesn't allow us to
quantify the personality and in the absence of qualifications
comparative analysis difficult.

Unlike typological approach that assumes discrete categories, trait approach believes in the continuous dimensions in which individual differences may be arranged. In other words, individuals happen to differ in the degree of measured trait with most people displaying an intermediate amount.

Trait approach begins with commonsense observation that individuals differ considerably and consistently to some great situations, in their responses. When people are confronted with the same event each individual reacts differently, however the reaction of a particular individual shows consistency over a wide variety of stimulus situations. Trait therefore refers to consistent differences in behaviour and characteristics of two or more people.

Guilford defined trait as an any distinguishable relatively enduring way in which one individual varies from another. In spite of these many differences trait theorists still be following assumptions.

Individuals differ w.r.t their location on semipermanent dispositions.

Some traits are considered to be relatively superficial & specific whereas others are more basic and widely generalized.

↓ (continued)

others are more basic and widely

generalized. The interactive influence of trait & situations produced a transient internal condition called as

the states.

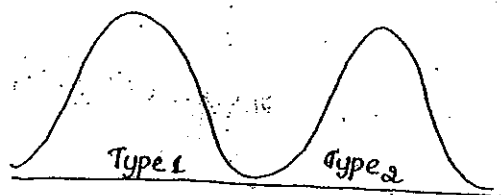
Traits and states are mediating, intervening variables that are useful in explaining individual differences in behaviour.

The predominant objective of trait approach is the identification of underlying broad dispositions, the emphasis is on the measurement of individuals position on one or more dimensions. ~~by the means of objective instruments~~

Peoples tested & sampled behaviour are viewed as the signs of their underlying traits.

To search for basic traits a psychometric strategy is used which samples and compares a large group of subjects quantitatively under uniform conditions.

Typological approach :

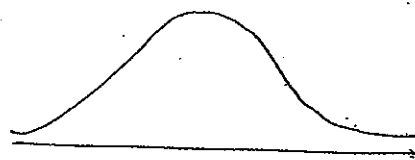


Limited types

An individual can't be explained in terms of 1 type as such. The environment around him is so complex that, he can't adjust & adapt to his environment with continuity, being one type of P.

couldn't account for diversity of environment, complex personality of man being.

Trait :



Consistent across the situations.

Quantitative range is available as in personal very social etc.

Multiple factors

@ work

or

their interaction

In a trait vs situation.

Q. Context
What dominates?

It depends on the context
however, situation is what
is important. for any
trait to get an expression.
otherwise it may undergo a change
(trait) also.

However social, functioning
you are you can't be the same
in a funeral function!

Trait approach = factor analysis
approach.
factorial approach.

Factor analysis is the most
popular method used to
obtain traits?

Theorists.

- # Allport
- # Cattell
- # Eysenck

Allport

didn't use mathematical techniques (factor analysis method)
he is basically a humanist....
trait theorists prefer nomothetic approach.

he believes the importance of 'Individual Uniqueness'

which is kinda not given importance in

trait approach. (which is basically idiographic approach)

Had a non-mathematical orientation.

Cattell :

Used pure mathematical techniques like
factor analysis to arrive at "traits".

Eysenck :

introduced
of dimensional approach going a step ahead
factor analysis.

new trend, theory from the same school.

ii Big 5 / Five Factor Theory / model.

Allport :

mentioned about

→ common traits

→ personal dispositions

common traits $\Rightarrow$ common to everyone

personal traits $\Rightarrow$ specific to individual.

Cardinal Trait

Central Trait

Secondary Trait.

Cardinal trait something that governs / guides most of the behaviour of the individual.

Eg: Napoleon boy & his inquisitive

we don't entertain him everytime.

It is dominant to such an extent that sometimes it can cause maladjustment to the individual in his environment.

Eg: courage, truthfulness,

Central disposition :

those which are core competencies,
which are evident,

Eg: trustworthy, reliable,

Secondary : traits which are temporary in nature.

which are not well defined evident in the individual

eg: food preferences of an individual

transient in nature, so the fear of influence is less on the behaviour.

A secondary disposition of a person can become a cardinal disposition at some point of time.

Eg: 'X' individual had hedonism as secondary disposition $\Rightarrow$ some life changing event $\Rightarrow$ it became his cardinal trait.

Ex: was wearing saree always went to U.S. started wearing jeans shift from saree - jeans.

Secondary $\longleftrightarrow$ central. Easy.

secondary $\longleftrightarrow$ cardinal. difficult.

Cattle

- # common traits
- # unique traits

- # source traits
- # surface traits

Surface traits:

- # those which are observable, (behvr manifestation)
- # these are due to the operation of source traits.

Source traits:

- # which lie below the surface traits.

Eg: Person 'A' donates blood for every 3 months, charity - donation to orphans, gives food/cloth to poor. } surface traits

Altruism } source traits.

source traits can be found out using factor analysis method.

Traits,

Could be

constitutional [heredity]

environmental [due to environment]

Product approach - maslow's hierarchical theory

Factorial approach - center on process.

Process

Factorial → center on the ¹ factor/through the method
building blocks
of factor analysis.

Product/content studies

Center on the content

Eg Freud when he talks about
anxiety, interaction b/w
different levels of P.

Eg: Trait studies

Try to identify basic building
blocks of the ~~rest~~ through
factorial process.

he also spoke about,

Dynamic traits

Temperamental traits

Ability traits.

Ability traits:

certain ability that the individual possesses
in order to exhibit a particular behaviour

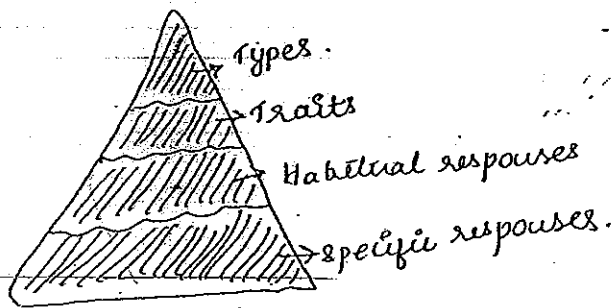
Eg: ⇒ what's your ability? → Urdu services exam?
the talent I have.

Kind of dynamics I display ⇒ dynamics

Eg the stability that I display it with →

⇒ Temperament.

Eysenck



Extended his research to the domain of abnormality extending it beyond traits & types. who spoke about modulation

His types were not bi-modal

there was lots of research already done by Allport & Cattell in the field, it became easy for Eysenck to further advance in the research and come up with dimensional approach.

Converged $\rightarrow$ Intelligence & (P).

hierarchical organization

specific behaviour/response are the starting point.

Habit (when this behaviour is controlled cost/frequency. repeated)

Trait [exhibited across wide spectrum of situations]

Type [when this trait is combined with other traits of similar nature]

Gave concepts like,

$\rightarrow$ Extraversion Vs Introverts $\rightarrow$ (Ambiverts)

$\rightarrow$ Neuroticism Vs stability.

$\rightarrow$ Psychoticism Vs super ego function.

$\Rightarrow$ Parsimonious.

$\Rightarrow$ empirical.

$\Rightarrow$ Big five impact.

$\Rightarrow$ Researchers & theory builders.

True

→ No unified description = different people = different views
but

It does not matter if you are from the different boats
as far as you land in the same ship, the ship will
have its own identity.

Criticism

These theories have failed to produce single
description of human personality.

They represent a composite picture of people in
general that represents no single individual in particular.

The theory has been only moderately successful in
guiding the actions of practitioners, psychotherapists, teachers
and parents who look forward to sound theoretical systems
to answer everyday questions.

Traits are held to be enduring and consistent but the
behaviour is variable as it is not only influenced by
underlying traits but also the prevailing situation, in
the light of this criticism trait theorists have recognized
that an adequate approach to study traits must deal
with how situations influence the behaviour of the
individual.

Person-situation controversy.

If situation is overwhelmingly dominating / overriding
then person doesn't prevail & vice versa.

Big 5 Approach / FIVE FACTOR MODEL

Lexical analysis.
Norman & Goldberg.
Big 5.

Multivariate Trait Tradition

Cattell

Eysenck

McCrae & Costa

FFM

Correlation clustering
through

factor analysis
method.

Factors identified had a
significant 'adaptive value'
and were stable over time.
could explain most of the assumptions
of emergence of
human beings on the earth say
for example, evolutionary adaptation.
practical utility ↑ & has made.
Prediction of human behaviour easy.

⇒ openness.

Critical analysis :

+ve's

Practical utility ↑

-ve's

'Agreeableness' — main factor — superficial / visible.
but there are so many other sub, sub-sub,
factor known as 'facets' are also present but are not
considered.

Methodology :

Factor analysis method is being used here

'Parability of human touch' cannot be ruled out completely
there will be an element of 'bias' here.

Limited scope

#

Measurement of Personality :

Problems, difficulties, characterised in the measurement of P.

Response specificity

~~Response will be situation specific.~~

in introvert at home extrovert @ friends.

* Response bias.

Need for social desirability &

tendency to opt for true ans - Acquiesce

-ve ans - Vetement

Is response bias a feature of Projective tests?

Its less probable in projective tests.

as it has no set of options to choose from as such.

3. Suitable criterion.

Suitable criterion is not available.

4. Multidimensional existence of P.

Personality is the function of

consciousness, unconscious & environment

It is difficult to measure all these

dimensions precisely and come to a conclusion.

Traits, impulses, the context,

unlike I which is comp & difficult

Assessment wise, difficulty involved,

$C > P > I > \text{attitude / aptitude etc.}$

$\therefore$ Personality assessment is difficult.

for both conscious & unconscious are to be considered.

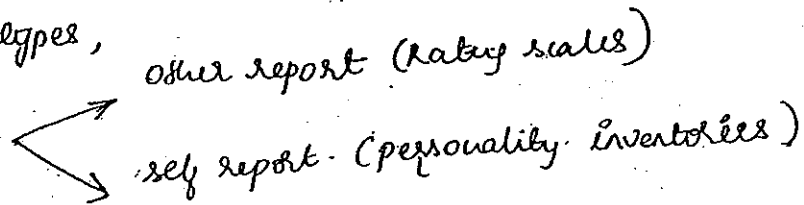
Projective tests :

- # Qualitative in nature, mostly deals with unconscious
- # Expert centric. — expert is needed to interpret the responses.
- # implicit, indirect

Personality Questionnaires :

- # direct & explicit.
- # are rooted in trait research.
- # deals with consciousness.
- # objective in nature, computer scored.

two types,



NEOPI-R (Neuroticism extraversion openness Personality 5 - Revised)
Extended the measurement from 3 traits to 4 traits
earlier version (NEOPI).

Q1 Personality is what personality test measures?

Elaborate.

Q2 NEOPI-R is not a stable measure of human behaviour
as it lacks sound theoretical base?

Personality is what personality tests measure? Explain?

Every P test has specific P-theory underpinning
that test will measure only those test set of traits
which it intends to measure.

Eg: Freudian study of personality, - based on this
projective tests like CAT are developed,
so this test measures those set of traits which
are mentioned in Freud's theory.

Same is true with behaviourists & cognitivists.

For the matter of fact every theory has its own
limitations, and inconsistencies.

Eg: so many contributors — hardly any consensus
in the case of trait theories.

due to the hugely varied contributions made by
different personalities to trait approach to personality.

A systematic account is actually missing, Big 5 study
or approach is finally something that most
of them agree upon.

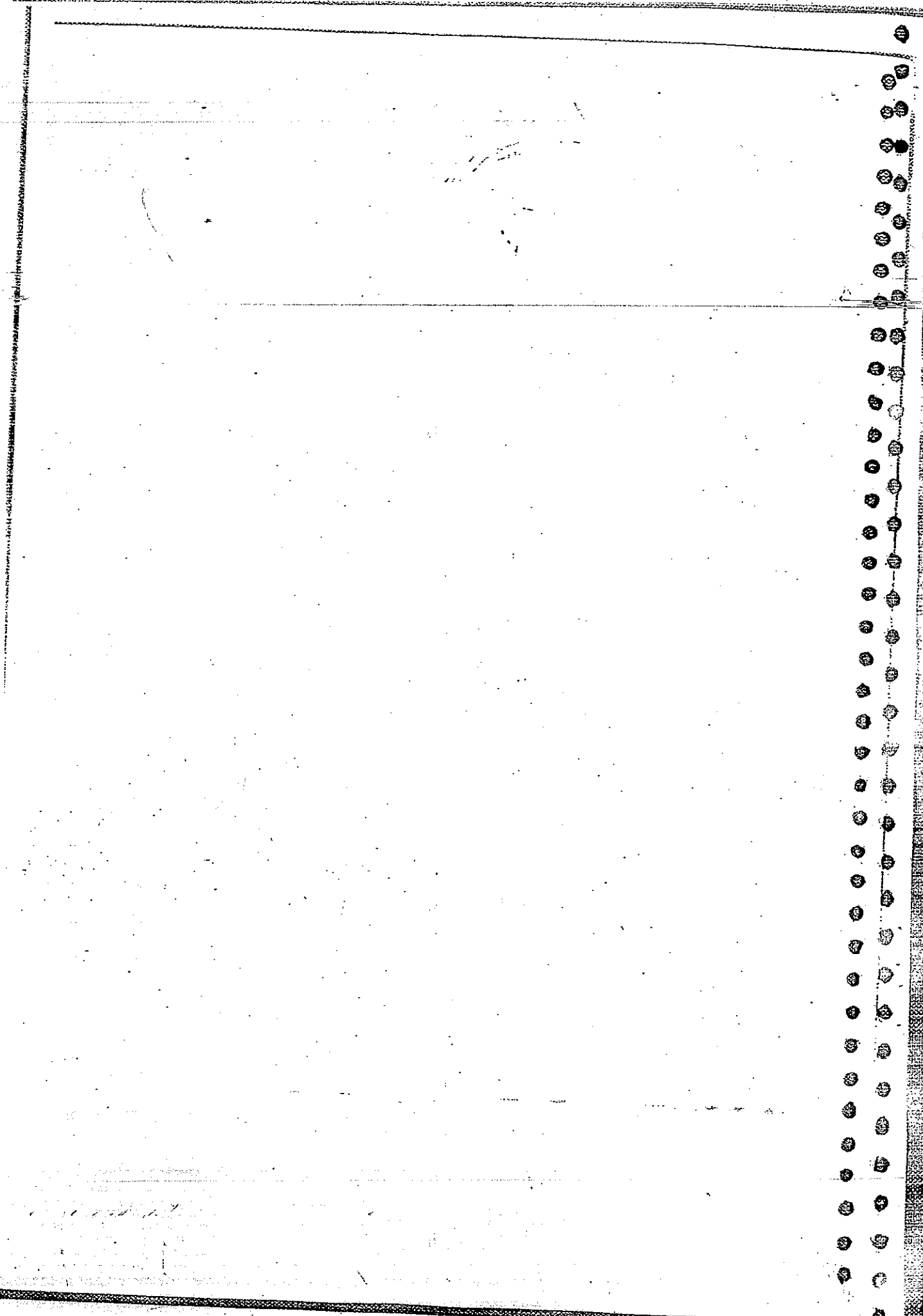
"Yoga"

8 fold path

Samadhi.

jama

hoo



Signal Production in Industrial factors?

1. Mining / coal industries — moratorium of coal mines, exploration
2. Capital goods ↓
3. Tightening monetary policy — low demand in Market.
domestic demand ↓

IIP (Index of Industrial production)
is prepared by central statistical organisation, prepared on
a monthly basis.

[In process from 1951 onwards]
Under this 100 items are considered which are broadly divided
into 3 categories.

General

Mining
Electricity
Manufacturing

Use based goods

Basic goods
Intermediate goods
Capital goods

Consumer goods

Consumer Durables
Consumer eg: Fridge, TV
Endurables
Perishable, toothpaste,
shampoo etc.

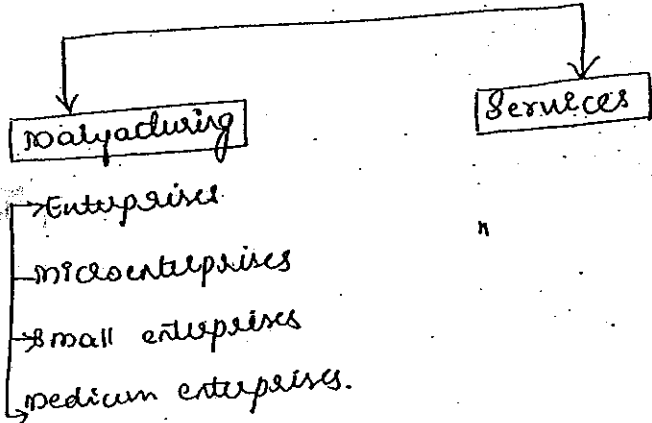
Basic goods.
Raw materials for
manufacturing some
goods.

Intermediate goods

Packaging.
bottle you put corola
in.

MSME'S [micro, small & medium Enterprise]

(2) sectors



Enterprise

Investment in plant and machinery where the
original cost excludes land and building and the
items specified by the ministry of small scale
industries.
includes. Investment ↑ 10 crore.

Micro - enterprise.

The project should not exceed Rs. 25 lacs

Small enterprises

Investment more than 25 lacs and less than Rs 5 crore

Medium Enterprise

Investment of $\uparrow$ 5 crore & $\downarrow$ 10 crore

Service sector

Enterprise

when the investment is only in equipments,
the purpose of such investment is for service sector.

Investment amount does not exceed Rs 10 lacs

Small

Investment $\uparrow$ 10 lacs & $\downarrow$ 2 crore

Medium

Investment limit is $\uparrow$ 2 crore but less than 5 crore.

How is it different from an industry?

① Whether the industry is registered under companies act or not

② Investment of the industry has to be above 100 cr

then it is considered as an "Industry"

these industries can be set up by anybody interested and

they don't have to be dependent on govt for any purpose.

? Is it called enterprise?

own effort, personal initiative.

MSME Act of 2006, where the term / concept of Enterprise has been introduced replacing the word Industry

in order to emphasise on the personal initiative taken by the investors.

Developmental Ψ .

Socialization — 60/30/20/10.

Culture & personality 60/30/20/10.

Self in Freud & western tradition — 30.

Erikson's theory of development

Nativism

Nature vs Nurture debate 60/30/20/10.

Development & its principles 20/10.

Developmental tasks — 30.

Social development.

Cognitive "—"

Motor development

Critical period of development

with reference to Intelligence, Language.
Personality.

Is it applicable to all the aspects of development or to a few?

Shift/development

from objective self → subjective self.

There is difference

btw growth &
development

Growth is Quantitative

Development in both

Qualitative & Quantitative.

All those aspects which
have biological mediation

& interaction it is likely to

have follow Critical Period of
development.

& those which has ↓ biological influence

& ↑ socialization. C.P of development

is less likely to appear.

From

To

Birth

Death

↑
social inputs keep coming
constantly.

Relevance of

critical period concept

Cognitive development: influence more likely (80% Biol 20% soc)

Social development: influenced by c.c., less likely (20% Biol 80% social)

development of self in childhood vs adolescence.

childhood

↓ conflicts
less complex
range of dev ↓

adolescence

↑ conflicts
more complex
wide range of changes

SOCIALIZATION :

process by which the child gets indoctrinated to his culture.

Process by which nascent biological infant is transformed into useful, sharing and productive member of his society.

When born, an individual is always asocial
on ~~which~~ the process of socialization is operated
whom making him a social being.

Socialization is a process in which culture is transmitted from one generation to next.

By individual develops his personality by learning the content of his culture.

Naïve infant lacks personality.

↓ Process of socialization operated.

Becomes a social being with self identity & personality
It is a life-long process of social development.

Socialization can occur through direct & indirect means.

↓
Direct

Actual contact with the
members of the society
who are more influenced?

children

Mechanism of socialization :

Punishment & Reward.

Imitation & observational learning.

Identification.

Role play & play acting.

Trial & Error method.

Reward & punishment :

Parents reward — pro-social behaviour &

punish looked — Antisocial behaviour.

so the child learns

to demonstrate pro-social behvrs
to avoid antisocial behvrs.

Improper administration of reward & punishment,
leads to abnormal behaviours / maladjustments in the
child.

like delinquent behavrs.

child learns to

any reward that gives me reward is — desirable
behv

any behav that brings punishment along — undesirable

All that is ^{not} need is the arbitrary administration of
~~reward & punishment~~

the cause / behaviour responsible for punishment /
reward to the child should be clearly told to the child.
[Fair demonstration]

truly socialized child

Imitation & Observation Learning.

Bobo doll expt ⇒ "Bandura's expt."
cognitive process.

Identification:

largely experiential ⇒ "Freudian Concept."

Role play & play acting:

on different roles that we play in life.

& understanding of which role demands what?

how are you different from others? how are others diff
from you?

Challenges associated with different roles

without enunciation & language role play is
difficult.

Total & error

- Is a gradual process.
- and is long lasting.

Agencies of Socialization ↓

1) FAMILY → Informal

~~It embodies a network of relationship~~
marked by continuity, cooperation and
emotionality not duplicated in any other
system.

Whenever we talk of family we discuss in
the form of ↓

- a) Role of mother.
- b) Role of father.
- c) Styles of parenting.



Parents translate their love and affection
for children into different styles of parenting.

Parents can be divided into 2 types ↓

Love oriented ↓

→ Parents use the threat
of withdrawal of love
to discipline their
children

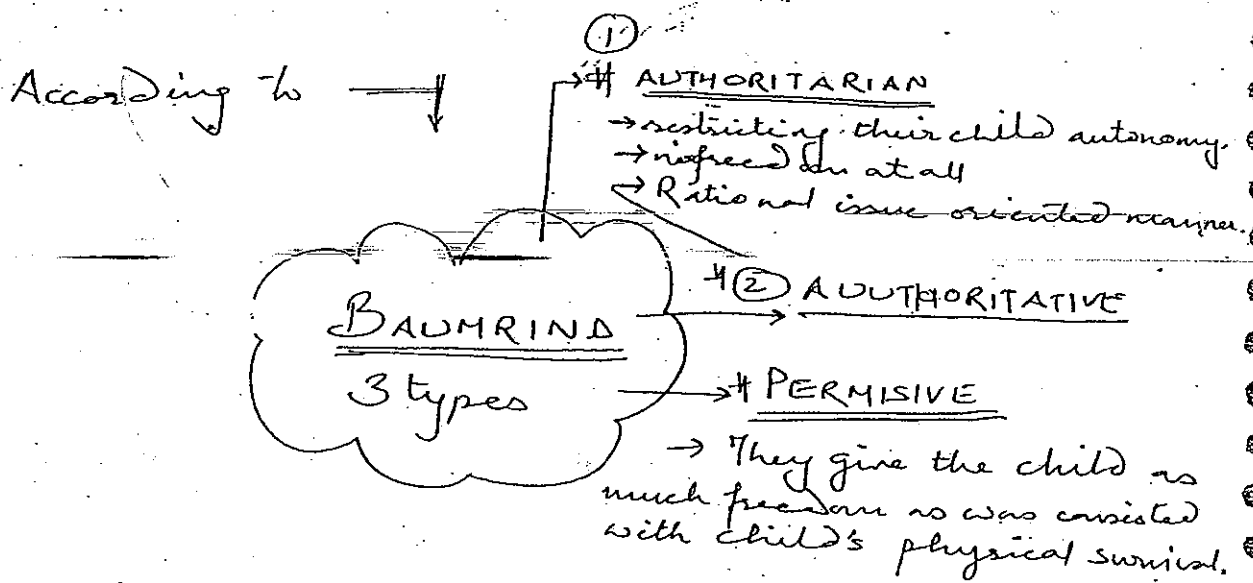
Power Assertive ↓

→ Parents use physical
punishment as principle
means as for disciplining
their children

↑ given by ↓
BECKER

I said
draw!
something
on the
book!

* Proved by a study → children of parents with love oriented style are better adjusted.



Children of Authoritative parents were +

Responsible
Cooperative
Best adjusted.

Socialisation

Role of mother :

Bowlby : mother's love during infancy and early childhood is as deep for mental health as are vitamins and proteins for physical health.

Spitz : deprived.

babies of maternal attention during 6-8 months of.

and levels showed. "Anxious depression."

Characterized by Insomnia, weepiness, loss of appetite.

Social withdrawal, general decline of health and affect.

1 year of age children get attached to their mother though there is difference in intensity & quality of attachment.

→ Bowlby defines 'Attachment' as, Attachment refers to strong affectional ties that we feel with special people in our lives.

~~attachment serves two functions,~~

1. It provides the security to the child, to explore his environment.
2. It forms the basis for the future interpersonal relationships. (i.e.).

Types of attachment :

Secure attachment : It develops as a result of warm mothering. Mothers who provide their children secure attachment are generally those who are emotionally available and are sensitive and supportive of their children. Such mothers are able to figure out what the child needs and address these needs appropriately.

Children of such mothers display bold and confident behaviours.

Resistant attachment :

Children of such mothers show distress behaviour when the mother leaves and resist contact when she returns.

(mother is not 'cold' to her)

Who is well adjusted?

One who has both trust & mistrust
(80%) (20%)

Children get attached to either mother/father depending on whoever is more "balanced"

Such children model themselves as unworthy and unacceptable. Mothers of such children generally tend to misunderstand the various needs and requirements of their children and as a result of that children are often are not able to rely upon their mother for emotional support.

Avoidant type (Avoidant attachment)

Such children show little distress when separated from their mother and do not seek contact with their mother when she returns.

Such children have -ve self image and they exaggerate their emotional response to get attention. They have inconsistent caregivers, i.e. indifferent and rejecting mothers.

the bonding
requires/demands
'mother' to be
loving, intelligent
& ↑ EQ.

[In few books, Avoidant, & resistance and turn it as, insecure type, that is ok too.....]

Attachment process can also be understood in the form of Asocial attachment, where in the child responds to all social and non-social stimuli in equally favourable way. [890th to 6 weeks]

Indiscriminate attachment. characterized by social smiling. [6 to — 7 months]

Baby likes attention from everyone and anyone.

Specific attachment [7 — 9 months].

they begin to protest when separated from one particular person usually the mother.

Multiple attachment [10-18 months]

children become attached to other persons like father, siblings, grandparents.

In the light of the fact that,

Attachment with mother would become indispensable to the children, ~~can it be said that (early years)~~ separation from mother in ~~early years~~ of life of child would be considered fatal?

The quality time spent with the child is what matters.

suppose, if the mother is working it gives her the sense of worth which is positive in nature and eventually be transferred to the 'kid'. It could be the other way round also as if mother is frustrated with her work it is also be projected on child.

also put a few lines about the concept of "Post-natal leave" to mother.

Presence of mother, her care & affection is very essential for the development [psycho + phy] of the child.
early mo. for atleast 1 year $\Rightarrow$ the kid should be nursed = presence of mother in initial -

Absence of mother,

-ve effects $\Rightarrow$ can be compensated by providing alternative / substitute care arrangements.

+ speaking in Indian context,

grandparents play an important role in the growth & development of the child.

Role of mother :

- # Is full time mothering necessary requirement for the +ve growth of the child.
- # Full time mothering vs substitute care w.r.t child development.
- # Work & female identity.

First 5 years of child's life are very crucial for the development of the child.

1st year is most important because of the inception of 'attachment'.

1st year happens to be very crucial for social & cog. development of the child. yet it is not appropriate to call this as crucial period.

Full time mothering is very essential if the alternative substitute care is not available.

this holds good when there is instability in the family as well.

Working mothers happen to have +ve ^{impact} effect on daughters who come to admire their mothers.

→ leading to ego integration in the child.

Comparatively, ^{same} the impact on 'son' is found to be less +ve or even -ve. & in some cases,

Mothers going out to work, also depends upon -

- (A) Husband-wife relationship.
- (B) Mother child relationship.
- (C) Mother's attitude towards work.

ability in the family and substitute care.

available.

amount of time spent working.

quality of substitute care like foster homes,
play schools, preschools, day care centres.

Lagged (Group) Learners

No Pre-school exposure available,

Possibility of reverting cultural shock v. high ↑

medium of instruction @ home & @ school - different

Hostile peers & apathetic teachers.

↓ as a result 'Out of school' behaviours
is exhibited (run/escape)

Teachers should be sensitive enough & vigilant to
identify the uniqueness in every child
attend to his/her needs & demands.

Environmental :

Over crowding(ed)

Difficult for a child to get psychological and
physical space it needs.

What should be provided?

stimulation for cognitive development
social development.

Parental families :

due to death of spouse, divorce

adoptions, etc.

Because of the constant conflict at home,

→ affectionless Psychopathy

It might also result in many other Ψ disorders including, mood disorders, anxiety disorders, apathy, (depression) & adjustment disorders. Psychophysical disorders.

It is better to be a part of - ~~family with a single parent~~

than to be a part of the family where the stability of relationship is threatened on a regular basis resulting in conflicts.

In the case of single parenting

It is more difficult for the mother as a single parent to manage the affairs compared to a male as a single parent.

Role of FATHER :

Role of Father is no less important than mother.

Research on the role of father are few & far between.

However it should be accepted that,

Role of father differs qualitatively from mother.

say mother ——— care taking

Father ——— Expected to play with kids.

Important,

Boys learn sexual identification from father

Girls learn heterosexual behavior from

the association with father

SCHOOL

- # First formal agency of socialization.
- # Steps in as an socialization agency around 4-5 years.
- # Induces the child to the culture in which he lives.
- # School has its impact in both formal & informal way.
- # It has its influence through curriculum.
- # Historical and cultural achievement of his society.
- # Curriculum also prepares 'One' for the job ahead by imparting vocational competencies in the individual.

F. & Vocational competency

- IF. & Interpersonal
- IF. & Civic & social competencies
- Ex: lessons on hygiene, personal care

Informal training through 'role models' not provided in the schools. [observational learning]

Formal through school
Psychomotor skills
Academic skills
Reading & writing
are achieved.

helps in
vocational excellence
of the individual.
through the development
of cog. skills.

EQ is
equally imp.
as IQ.

Text & context

Lord Rama Vs. Kalmodi.

"Mark-oriented" system in
schools!

Family Vs school

Parents Vs. Teachers

Teacher & text (curriculum)
Ex: Rosenthal & Jacobsen expt

Q. Has Indian schools have served as true agency of socialization.

In a deeper sense, Indian schools are governed & maintained by government. which exists for same sake & never works actually.

"There is a scarcity of good role models in the public scenario.

Individuals fail to identify themselves with the 'National mainstream' irrespective of the diverse cultural, social backgrounds they come from.

Considering the cognitive development of the students.

Indian schools have done wonders, ~~there is~~ no dearth of example for Indian students studying in international universities.

Individual's sense of belongingness to India as country is still found only because of two institutions - School & Family.

(Legitimacy ↓ diversity ↑) It is very difficult to think of such unity in a country where the legitimacy of institutions ↓ & diversity ↑

"Indianness"

Nevertheless ~~to~~ schools have been successful in introducing a "Scientific Temper" in the students.

However there are cases of

- # school drop outs.
 - # school churning delinquents as well
- but ~~the~~ such cases are far and few between.

Peer Groups

co-equals flexible, trendy, open,
very important/influential during Adolescence.
which is rightly described as the period of.

- "Storm & Stress"
- Individual, goes through,
- Bodily/physical changes.
 - Role confusion / changes.
 - Threshold of deciding a career.
 - Importance of success & failure.
 - Search for Identity → Identity crisis.

"Association with peer group"

successfully resolves this crisis.

Conflict / fight
between
peer influence &
parent influence
& approval.

- Individuals
- # life goals
 - # occupational goals &
 - # self efficacy
- are actually ~~dictated~~ influenced by peer groups.

Parents should be supportive & non-judgmental.

peer groups influence may not necessarily be
+ve, it could be -ve also. e.g.
eg: delinquents.
smoking, drinking, etc.

Mass - Media

media is the mode of communication appeals to masses.

Mass media refers to the entire family of technological devices that make communication among masses possible.

Popular mass medias include,

Radio

T.V.

Internet

News paper

What is the contribution / impact of mass media in social change.

M.M has been responsible for the development of scientific temper.

It has served as a tool of social continuity as well (transmission of values across generations).
how a tool for social change?

Article

51 (A)

• opinion builder

• Infuse infusion of new attitudes and values.

• Shaping opinions. Eg :-

Purity pollution concept was

replaced by

Health and

Hygiene concept.

tool of

• social continuity how?

• transmission of values & culture.

ancient values have been replaced by modern values

Purity & pollution concept replaced by Health and Hygiene.

Shift from Ascribed status $\Rightarrow$ Achieved status
 $\Downarrow$
eg: Brahmin by birth $\Rightarrow$ achieved things scaled greater heights in life.

eg: SOUHVA.

eg: TONEER. (Good boy?)
 $\Downarrow$
(~~GOOD~~) sorry SC

demand on T.V. viewers.

viewers can also enjoy

activity + non-media activity
(watch T.V + eat vegetables)

Individual differences addressed very well.

highly customized programmes.

Cartoons for children

Youth programmes - Aasha channel

T.V. can be called as "Mobile Multiplex"

and leads to the development of "mobile personalities" those who are not confined by land he is born in. "son of the soil" concept latitude of acceptance + widens.

helps to overcome Ignorance, dogma & stereotypes.

"more change prone"

Any change in the society is possible only when the people in the society are mobile

$\Rightarrow$ "open to change"

taught us to adjust sails according to the wind rather than go against the wind.

(Eq)
Q. Discuss the measures to promote small family concept in a village?

~~* not everyone in the village will be mobile & open to change.~~

It is difficult to identify who is mobile and who is non-mobile? Among back henge man.

Expt / Research done in 'Havan' village (Karnataka).

⇒ Radio village Vs. non radio village.

It was found that,

people from Radio village (villages having radio) were more knowledgeable, learnt than the people from non-radio village.

such is the impact of mass media.

[this research was done by an American university & is dated back to 80's.]

Two characteristics of mobile personalities

high need for achievement.

high self efficacy.

Yes

provided a 'Common Interest' to those
don't have a common interest.

Disagreement over the programmes.

[fight for the remote]

can cause unrest in the family members.

child wants to watch C.D.

David wants to watch BBC.

Responsible for consumerism & consumer
awareness.

through advertisements. [persuasive]

Promote prejudice.

= 'Fair & lovely' → Fair is Beautiful.

Relative deprivation in people.

Confusion between - illusion & reality.
blurred the line ↗ ↘

Cause tension in the family due to the
persuasive nature of add.

Language effected

• Use of slang words.

Attention span of the individual ↓
shattered attention span.

Obesity: = visibility out ↓
conversation ↓
physical exercise ↓

Sex & violence ↑

Negative programming. ↗

Other Factors :

low economic status & Religion

Religion $\longrightarrow$ (e.g.) $\longrightarrow$ socialization $\longrightarrow$ Values & Personality develop
socio economic status

socialization will provide :

'Independence' training &

Assertive behaviour.

Socialization is a life long process and interestingly early phase of socialization is marked by rapid changes in the individual and thereafter in personality. Crystallization.

(socialization @ much faster pace)

in early years
later years speed $\downarrow$ slows down.

Patriotism is nothing but
sex with Nation ✓
— friend

You are the master of
the words that are unsaid
Once they come out
you are their servant

" I NEVER PROMISED U A ROSE
GARDEN "

DEL VS MEL
Daughter in-law Vs mother-in-law
Pappu — TPL

Don't think
complex, let
others perplex.

I own
marudese
but I can run it only
when there are
Roads.

Paani me 31st
लगनेमन Answer
Likhho PP !
I will give the matchBox.

To: Apne Baapse karke
la pyaaaaaaa
Vo jaathe hai USA
Yaaaaa !

CHALTA Σ
BRAMITA (SHRAMIT)
Study 18 hours a day!!
WTF

chichdi
Baath !

For the trees
we may near the woods

tar tar
Izzat
Piece Piece
बोखरे

Do the
Inner Engineering
First !

Opax ki
box
Halka hai ji

Unnecessary
Submissions !

Life is
kabala ----
Once he played
Once she played.

I understand you
so well

I understand you
so well

~~finally~~

we found ourselves
in the well

Great tonight
brilliant tonight

!!!
ooo

Tumour is inside & the
tumour is you
are Healthy!

